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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
I. FORMULATION AND DEFINITION OF THE PROBLEM	1
Purpose of the Study	1
Investigational Procedure	2
Sources of Data	2
Justification of the Study	4
Need for Re-examination of Higher Education ...	4
Lack of Treatment of Classical Instruction at the Higher Level	6
Attack upon the Classics	7
Limitations of the Study	8
Organization of the Study	9
Summary	12
II. RELATED STUDIES OF CLASSICAL LANGUAGE INSTRUCTION	13
Early Studies of Classical Language Instruction	14
College Entrance Requirements	17
Requirements for Graduation	18
Classical Investigation	18
Experimental Studies	21
Surveys of Latin Instruction in Secondary Schools	27
The Latin Controversy	32
Summary	39
III. HISTORICAL BACKGROUND OF CLASSICAL LANGUAGE INSTRUCTION	41
Higher Education in America	41
Classical Studies Placed on the Defensive	43
Influence of Social and Economic Development.	44
State Universities	46
Elective System	47
Summary	51
IV. OBJECTIVES FOR THE STUDY OF CLASSICAL LANGUAGES AND LITERATURE	53
Development of an Historical and Cultural Background	54
Development of Literary Appreciation	57
Increased Ability to Read and Understand Latin and Greek	58
Increased Ability to Read, Speak, and Write English	59

Chapter		Page
	Increased Understanding of Those Elements in English Which Are Related to Latin and Greek	60
	Increased Understanding of the Liturgy and the New Testament	61
	Development of Right Attitudes Toward Social Situations	62
	Training of Teachers	62
	Increased Ability to Learn Other Foreign Languages	64
	Improvement in the Literary Quality of the Student's Written English	64
	Preparation for Graduate Study	64
	Elementary Knowledge of the Simpler General Principles of Language Structure	65
	Development of Correct Mental Habits	65
	Summary	67
V.	ORGANIZATION AND ADMINISTRATION OF THE CLASSICAL CURRICULUM IN THE LIBERAL ARTS COLLEGE	71
	Prerequisite High School Units in Latin	71
	Requirements in Classical Languages for the Bachelor of Arts Degree	81
	Foreign Language Requirements	81
	Classical Language Requirements	84
	Specialization in Classical Languages and Literature	90
	Concentration in Latin	91
	Concentration in Greek	98
	Major in Classical Languages	101
	Honors Program	103
	Majors in Latin and Greek	104
	Classical Languages as Electives	107
	Summary	108
VI.	CONTENT OF COURSES IN CLASSICAL LANGUAGES AND LITERATURE	113
	Classical Culture and Civilization	114
	Grammar and Syntax	117
	Survey of Classical Literature	125
	Latin Authors	127
	Greek Authors	142
	Literature in Translation	150
	Summary	152
VII.	TEXTBOOKS IN CLASSICAL LANGUAGES AND LITERATURE.	162
	Texts in Classical Culture	162
	Grammar and Linguistics	166
	Survey of Classical Literature	172
	Classical Authors	173
	Literature in Translation	178
	Summary	179

Chapter	Page
VIII. METHODOLOGY AND MEASUREMENT	186
Classroom Procedure	186
Background Courses	187
Grammar Courses	192
Reading Courses	196
Honors Work	200
Measurement	203
Course Examinations	203
Comprehensive Examinations	205
Standardized Tests	207
Activities	209
Clubs	210
Dramatic Presentations	212
Eta Sigma Phi	214
American Classical League	215
Summary	216
IX. SUMMARY AND CONCLUSIONS	223
Problem and Procedure	223
Related Literature	225
Historical Background of Classical Language Instruction	227
Summary of Findings	228
Conclusions	246
Implications for Classical Language Instruction	246
Problems for Further Study	247
BIBLIOGRAPHY	249
APPENDIX	257
A. Liberal Arts Colleges Selected For Examination of Current Catalogues	258
B. Active Chapters of Eta Sigma Phi, 1949-1950.	262

LIST OF TABLES

Table	Page
1. Objectives of Classics Departments as Defined in the Catalogues of Fifty-three Liberal Arts Colleges, 1948-1949	55
2. Foreign Language Requirements for Entrance in 186 Liberal Arts Colleges as Stated in 1948-1949 Catalogues	76
3. Opportunities for the Study of Latin in 186 Liberal Arts Colleges	93
4. Opportunities for the Study of Greek in 186 Liberal Arts Colleges	99
5. Texts of Classical Culture in Print 1949-1950	163
6. Publishers of Texts of Latin and Greek Grammars and Linguistics in Print 1949-1950	167
7. Texts of Latin Authors in Print 1949-1950	174
8. Texts of Greek Authors in Print 1949-1950	175
9. Texts of Classical Literature in Translation in Print 1949-1950	179
10. Classical Clubs and Chapters of Eta Sigma Phi in 186 Liberal Arts Colleges, 1949-1950	211

CHAPTER I
FORMULATION AND DEFINITION OF THE PROBLEM

The Problem

The purpose of this study is to determine present-day trends and tendencies in teaching classical languages and literature in the liberal arts college. The investigation includes a consideration of the forces which have affected instruction in the classical languages, the objectives of teaching such languages, organization and administration of classical curricula, content of courses, and textbooks and textbook content, as well as a discussion of methodology and evaluation. In the treatment of these topics classical languages are interpreted to mean Latin and Greek, with the greater emphasis on Latin.

Certain specific aspects of the central problem have received primary emphasis. Of these the following are representative and are of significance to the teaching of classical languages in the present-day liberal arts college:

1. To what degree are the objectives proposed by the Classical Investigation recognized and fulfilled by the colleges?

2. To what extent are classical languages prescribed for the liberal-arts degree?

3. What provisions are made for students desiring to begin the study of Latin and Greek in college, and for students desiring to continue the study of Latin in college with less than four high school units?

4. What are the requirements for specialization in classical languages?
5. What are the trends in teaching classical authors in translation?
6. What progress has been made in measurement in the classics department?
7. What provisions are made for co-curricular activities in the classics department?

Investigational Procedure

The survey method of investigation has been used throughout. Data have been obtained from college catalogues, textbooks in classical languages and literature, articles published in professional periodicals, correspondence and personal interviews with members of classics departments and books dealing with trends in higher education.

The basic source of data, however, has been the college catalogues of 186 representative liberal arts colleges. These colleges, recognized by regional accrediting associations, were selected by means of the table of random numbers, with a proportionate number from each state representing all types of institutions, public and private, Protestant and Catholic. Current catalogues of these institutions were examined for statements of objectives, requirements, and content of courses in classics departments.

Data obtained from catalogues of these representative institutions has been supplemented and reinforced by information from the other sources indicated above.

Latin and Greek textbooks in print have been studied to ascertain

the amount of reading material available for the courses offered in classics departments, and the types of courses for which most of these books are published. Periodicals specific to the field of classical languages and those devoted to education in general were especially valuable in substantiating evidence found in the catalogues and suggesting other phases of the problem. In this area, the following periodicals were found to be most helpful:

(1) those devoted to classical languages:

Classical Journal, official publication of Classical Association of the Middle West and South,
Classical Outlook, official publication of the American Classical League,
Classical Weekly, official publication of the Classical Association of the Atlantic States,
Classical Bulletin, published at St. Louis University.

(2) general educational publications:

American Association of Collegiate Registrars Journal
American Association of University Professors Bulletin
Association of American Colleges Bulletin
Catholic Educational Review
Education
Educational Record
Educational Research Bulletin
Higher Education
Journal of Educational Research
Journal of Higher Education
National Education Association Journal
North Central Association Quarterly
Review of Educational Research
School and Society

The social and economic changes of our generation have necessitated a general reorientation of philosophy and purposes in the area of higher education. The nature of this reorganization has had a decided affect upon instruction in the classics. Books and periodicals relating to higher education were found helpful in discerning trends not only in higher education, but in the classics as well.

While this study has relied basically on published materials as sources of information, it has been necessary to secure additional facts, interpretations and points of view from various individuals associated with the institutions whose catalogues were studied. These individuals were questioned either personally or by correspondence to clarify statements in the catalogues and to obtain additional information with regard to requirements, methodology, honors courses, and comprehensive examinations.

Justification of the Study

The study can be justified on three grounds:

1. Need for re-examination of objectives and procedures of higher education.
2. Lack of critical research in the field of the classics at the collegiate level.
3. Attack upon the classics by present-day educators.

It is with these factors in mind that the present investigation is undertaken with a view to making a contribution to the study of classical language instruction in the liberal arts college.

Need for re-examination of higher education.--- Administrators and faculty members of colleges and universities in America have recognized a need to re-examine and revise objectives and procedures in higher education throughout the country. The North Central Association gave impetus to this movement by revising its own standards of evaluation.¹ In 1946 the President's

¹
Melvin E. Haggerty, The Evaluation of Higher Institutions, Volume 3, p. xxiii. Chicago: University of Chicago Press, 1937.

Commission on Higher Education was appointed by President Truman to examine the American system of higher education in terms of objectives, methods, and facilities, and in the light of the social role it has to play.² Although world conditions point to the need for greater emphasis in the area of human relations, this should be done without abandoning the cultural subjects or the scientific and technological subjects.³ A committee appointed by the North Central Association in 1943 to study post-war problems found that, of the liberal-arts colleges replying to the inquiry, only thirty-five per cent are satisfied with their objectives; fifty-nine per cent stated that they will modify or consider modifying their degree requirements.⁴ There is a growing tendency toward wider participation in formulation of policies of colleges, with more intelligent support from the entire faculty.⁵ Members of each department must evaluate their specific objectives and procedures to determine their contribution to the general aims of the institution. Peik⁶ sees definite need for evaluative study of language work taken by students, as well as of objectives of language instruction. Languages constitute nearly eight per cent of college and university work for general-education purposes, not

2

George F. Zook, "President's Commission on Higher Education," Higher Education, 3 (September 2, 1946), 1-3.

3

C. A. Ives, "Some New Demands on Higher Education," American Association of Collegiate Registrars Journal, 13 (July, 1938), 456-461.

4

Wilfred Mallon, "Report of the Committee on Post-War Education," North Central Association Quarterly, 20 (April, 1946), 301-335.

5

M. W. Hyde and E. Leffler, "Institutional Purposes of Seventy-Five North Central Colleges," North Central Association Quarterly, 16 (January, 1942), 292-312.

6

Wesley E. Peik, "Curriculum Investigations at the Teacher-Training College, and University Levels," Review of Educational Research, 4 (April, 1934), 199-213.

considering what is taken for specialization for majors.

Lack of treatment of classical instruction at the higher level.---

Due chiefly to the influence of the Classical Investigation, numerous studies have been made of Latin instruction at the secondary level, of which the following are typical.

Snyder⁷ made a comparative study of trends in methods of teaching Latin from the time of the Latin Grammar School to the early twentieth century, and indicated the effect of the Classical Investigation on Latin methodology. Johnsonius⁸ analyzed textbooks in high-school Latin to determine trends in content and methodology. Dillhoff⁹ investigated trends in Latin instruction by an evaluation of courses of study and textbooks, and an analysis of the preparation of Latin teachers. Handman¹⁰ surveyed the objectives, content, methodology and activities of Latin study in the public high schools of the United States during the decade, 1930-1940.

Lack of similar investigations at the college level indicates the need for research in this field. Laing¹¹ notes the necessity for scientific

⁷
Olivia Wagner Snyder, "History of Method and Content in the Latin Courses of the American Secondary School." Unpublished Master's thesis, University of Chicago, 1928. Pp. ii / 105.

⁸
Alex L. Johnsonius, "Trends in the Teaching of Latin as Revealed by an Analysis of Textbooks." Unpublished Master's thesis, University of Chicago, 1931. Pp. iii / 75.

⁹
Sister Marie Dillhoff, "A Survey of Trends in the Teaching of Latin." Unpublished Master's thesis, University of Cincinnati, 1938. Pp. iii / 65.

¹⁰
Ally C. Handman, "Trends in the Teaching of Latin." Unpublished Doctor's dissertation, University of Cincinnati, 1942. Pp. vii / 273.

¹¹
Gordon J. Laing, "The Organization and Educational Opportunities of the Division of the Humanities in the University of Chicago," Recent Trends in American College Education, Chapter 18, p. 170. Chicago: University of Chicago Press, 1931.

analysis of the practice of teaching in colleges and universities. Methods and techniques used in institutions of higher education may well be examined as to their efficacy, and appropriate modifications proposed and adopted.

The Review of Educational Research¹² has devoted an entire issue to research in language and fine arts. Only English and the modern foreign languages, however, were reviewed. In connection with this survey an extensive bibliography was prepared by Rice,¹³ but no such work in the field of classical instruction has been undertaken.

Attack upon the classics.-- The prevalent trend in recent years, of placing increased emphasis upon practical and functional courses in institutions of higher learning, has left the study of the classics on the defensive. Numerous objections have been raised to the validity of claims set forth by classicists justifying continuation of Greek and Latin in the curriculum.

Increase in enrollment in colleges and universities has also had an effect upon teaching of classical languages. During the years in which only a select group sought admission to institutions of higher learning, the classical department could easily keep pace with other departments. The training received in secondary schools prepared students for a continuance of classical-language study in college. Furthermore, Latin and Greek were required or at least highly recommended in most liberal-arts colleges.¹⁴

The situation in public secondary schools of today differs markedly

¹² Winthrop H. Rice, "Teaching Foreign Languages," in "Language and the Fine Arts," pp. 139-160, Review of Educational Research, 16 (April, 1946), 97-192.

¹³ Ibid., pp. 151-160.

¹⁴ R. Freeman Butts, The College Charts Its Course, p. 124. New York: McGraw-Hill Book Company, 1939.

from that of its predecessors. Latin is no longer a required subject; in many high schools it is elected by a small minority of students. Even for students preparing for college entrance, in most instances Latin is not prescribed. Another factor that must be taken into consideration is the tendency of most secondary schools to offer only two years of Latin.¹⁵ Hence, if students entering college desire to elect courses in the classical department, the background of their training must be carefully considered. Whereas most students formerly pursuing classical studies in college had completed four years of high school Latin, many students now present only two units of Latin or none at all. This necessitates on the one hand a revision of the offerings of classical departments to include courses in beginning Latin, and on the other, a modification of teaching methods. The present study investigates the manner in which these problems are being met in colleges throughout the country.

Limitations of the Study

Two assumptions must be made with regard to the limitations of the study. The first is the fact that statements of objectives or descriptions of courses in college catalogues do not necessarily agree with what is actually in practice in the colleges. An attempt has been made to minimize this defect by selecting only accredited colleges, since accrediting associations base their evaluation of member colleges in part on relationship of objectives to practice. There is also the possibility of colleges offering a number of courses in the catalogue which are not taught every year, but they are not

15

Mark Hutchinson, "Needed Research in the Teaching of Latin," Classical Journal, 29 (February, 1934), 335-356.

permitted to retain these courses unless they can demonstrate that there is a call for them within a reasonable period of time.¹⁶

The second factor to be considered is that no attempt has been made to determine the number of students enrolled in the classics department. The present study is concerned with the teaching of classical languages--what types of materials are presented to students, for what purpose, and in what manner. A future investigation might well ascertain the extent to which these facilities are used by undergraduate students.

Organization of the Study ✓

The results of this investigation are presented in separate chapters, each devoted to a specific phase or aspect of the major problem. Chapter II discusses early studies of classical language instruction, including reports of the Committee of Ten on Secondary School Studies, the Committee of Twelve on College Entrance Requirements, and the Classical Investigation. To ascertain the effects of the Classical Investigation, studies of trends in the teaching of Latin in secondary schools are reviewed, as well as experimental studies of classical language instruction conducted to determine the effectiveness of prevailing methods. Finally, statements of prominent educators for and against classical language instruction, as found in current periodical literature, are discussed and compared.

In Chapter III a resume is given of the forces which have changed the status of college Latin and Greek from a required subject to an elective. The effects of socio-economic conditions on higher education are discussed,

16

Commission on Institutions of Higher Education, North Central Association, Revised Manual of Accrediting, Section III, p. 4. Chicago: North Central Association of Colleges and Secondary Schools.

with their implications for classical language study. An account is given of the rise and decline of the elective system, since it has been an important factor in the change of status of the classical languages from a required subject for all to an elective for a few.

Statements of aims listed in catalogues of the colleges in the investigation have been tabulated in Chapter IV in relation to the ten objectives for classical language study proposed by the Classical Investigation.¹⁷ A discussion of these objectives and of the three additional aims recognized by the colleges explains the meaning of each objective, the number of colleges which recognize it, and the types of courses which contribute toward its fulfillment. Data for this chapter have been obtained from fifty-three catalogues in which statements of objectives are listed, and from periodicals of the decade 1940-1950.

Chapter V outlines the requirements which affect Latin and Greek. Entrance requirements stated in the college catalogues have been compared to determine the extent to which Latin has lost its status as a prescribed subject. The catalogues were also studied to ascertain the number of colleges which allow credits in Latin or Greek to satisfy the foreign language requirements for graduation, and the number of institutions actually requiring Latin or Greek for the B. A. degree. The chapter also includes a survey of requirements for concentration in terms of the average number of credits for majors and minors, and the courses most frequently required.

Tabulation of courses offered in the colleges of this investigation

17

Advisory Committee of the American Classical League, The Classical Investigation, Part I: General Report, pp. 78-79. Princeton, New Jersey: Princeton University Press, 1924.

reveals that five different types of courses are included in every classics department:

1. Classical culture and civilization.
2. Linguistics, including beginning courses, prose composition, and etymology.
3. Surveys of classical literature.
4. Reading of classical authors in the original.
5. Literature in translation.

Treatment of each of these types in Chapter VI includes a brief description of the courses, the frequency with which they are offered in the colleges of this study, and opinions of classical educators regarding their value.

Chapter VII consists of a discussion of available textbooks in the five fields of classical language study--culture and civilization, linguistics, literature surveys, Latin and Greek authors, and literature in translation. The discussion is presented under two aspects: (1) trends in classical language instruction as indicated by the number of books available in each field and the range of their copyright dates, and (2) content of courses as revealed by the subject matter of these books. Material for this chapter was obtained from catalogues and announcements of the leading publishing companies, book indices, and reviews in periodicals.

Periodicals of the past decade, 1940-1950, have been examined for articles relating to methods and techniques of collegiate instruction, particularly in the classics department. Discussion of these procedures in Chapter VIII reveals trends in new techniques as well as procedures which have proved successful for a number of years.

In considering measurement, a comparison is made of the adaptability of objective and essay examinations to courses in the classics department. Trends in evaluation of the students' ability in translation are studied through articles by classics instructors. The same source is used for data regarding comprehensive examinations, supplemented by statements in catalogues of the colleges in this study. Progress in standardized tests in classical languages has been investigated through examination of available tests and the review of these tests by educators. In this chapter there is also an account of the place of extra-curricular activities, such as clubs and dramatic presentations, in the area of instruction in classical languages.

Summary

The purpose of the present study is to investigate current trends in the teaching of Latin and Greek in the liberal arts college. Data for the survey have been obtained from catalogues of 186 accredited colleges chosen by the table of random numbers, from educational and classical periodicals, recent books, and correspondence and conferences. These data have been examined to determine the objectives of classical instruction, organization and administration of classics departments with regard to requirements and programs of concentration, content of courses, available textbooks, methodology and measurement.

One chapter is devoted to each of the major phases of the study. After a survey of related literature in Chapter II and a review in Chapter III of the forces which have affected the status of classical language instruction, the remaining chapters report the results of the present investigation with regard to objectives, organization of the curriculum, content of courses, textbooks, and methodology and measurement. The final chapter summarizes conclusions drawn from the study regarding trends in classical language instruction.

CHAPTER II

RELATED STUDIES OF CLASSICAL LANGUAGE INSTRUCTION

The purpose of this chapter is to summarize previous studies of classical language instruction made by appointed committees and by individual scholars, and to compare statements of opinions of educators regarding classical language instruction.

The earliest studies were concerned primarily with uniformity in school programs at the secondary level and requirements for college entrance. The committees appointed by educational associations attempted to bring about better articulation between the high school and college by outlining programs of study and regulating college entrance examinations.

The techniques and recommendations of the Classical Investigation are also reviewed, since this survey has been a potent factor in effecting definite improvements in classical language instruction. In addition to the report of the Classical Investigation itself, a resume is given of certain experimental studies conducted in conjunction with the Investigation. Another phase of this section is a review of surveys of classical language instruction in high schools to determine the extent to which the recommendations of the Classical Investigation have been put into effect.

The last section of this chapter is concerned with opinions regarding the value of classical language instruction. The problem has been so widely debated within recent years that a comparison of the claims of opposing groups provides a background for investigation of present-day trends. Prominent educators have expressed their points of view on the subject and have stimulated

further study of the status of classical language instruction.

Early Studies of Classical Language Instruction

In 1892 the National Educational Association appointed a Committee of Ten to study the problem of uniformity in school programs and in requirements for admission to college.¹ This Committee in turn appointed nine Conferences composed of ten members each to consider the principal subjects offered in secondary schools in the United States and required for admission to college. Each Conference was given the task of considering the proper limits of its subject, the best methods of instruction, the most desirable allotment of time for the subject, and the best method of testing the pupils' attainments.

After deliberation of the questions proposed to it by the Committee of Ten, the Conference on the Study of Latin² formulated fourteen recommendations. One of the most important suggestions was that the study of Latin be introduced into American schools earlier than the ninth grade. At least four years of study should be required, and the subject matter should be treated in the same way for all whether they intend to go to college or not. Prose composition should be continued concurrently with the reading of classical authors, and drill in syntax should in most instances be limited to the composition class. The basis of the exercises should be portions of authors read in class; this material should also be used for the college-admission

¹
National Educational Association, Report of the Committee of Ten on Secondary School Studies. New York: American Book Company, 1894. Pp. xii / 249.

²
Ibid., pp. 60-75.

examination in composition.

In a four-year course, prepared reading should consist of four books of Caesar's Gullic Wars or an equivalent, six orations of Cicero, and six books of Virgil's Aeneid. A portion of Nepos' Lives might be substituted for Caesar. Stress was laid upon the value of sight translation in the examinations for admission to college as well as in the work or preparation.

The Conference objected to the prevalent practice of assigning the elementary classes to inexperienced teachers. It pointed out the importance of a solid foundation and insisted upon the necessity of a high grade of scholarship in teachers of the lower classes.³

The Conference on the Study of Greek⁴ agreed with the Conference on Latin in recommending training in reading at sight in school and continued drill in prose composition. They urged three years as a minimum time for study of Greek in secondary schools; however, a pupil should not begin the study of Greek without a knowledge of Latin fundamentals. An important recommendation of the Conference was that intelligent reading of the Greek text be regarded as an indispensable part of the work. The material should be read in such a way that the thought might be comprehended during the reading. Stress on reading aloud and on sight translation was urged as means of fulfilling this objective.⁵

In 1898 the National Educational Association requested the cooperation of the American Philological Association and other learned societies in undertaking a comprehensive study of school programs in relation to college

³
Ibid., pp. 74-75.

⁴
Ibid., pp. 76-85.

⁵
Ibid., pp. 79-84.

entrance requirements.⁶ The Committee of Twelve appointed by the American Philological Association sent a circular of inquiry to six thousand teachers, superintendents, principals, and others prominent in educational work. The circular requested information regarding current conditions of the study of the classics and suggestions in relation to classical programs. About one thousand replies were received. With the assistance of auxiliary committees of representative men engaged in secondary school work, the Committee of Twelve formulated a three-year course of study in Greek⁷ and four-year, five-year, and six-year courses of study in Latin.⁸

The Committee urged that three years be devoted to the study of Greek in high school, as a minimum preparation for college Greek. A thorough and methodical study of Greek grammar was considered a necessary basis for accurate reading. Exercises in composition were suggested as another effective means of reading classical Greek readily and accurately. Sight translation should be begun at the outset of the Greek course. The second year should be devoted to Xenophon, the third year to Homer. Colleges were requested to base their examination in Greek grammar and composition on the first two books of Xenophon's Anabasis.⁹

Of the three courses of study formulated for Latin, the four-year course was considered typical, although a surprising number of schools were found with a five or six-year course. The Committee felt that the majority

⁶ American Philological Association, Transactions, 1899. Appendix, pp. lxxix-cxv.

⁷ Ibid., l. xcvi.

⁸ Ibid., pp. cxii-cxiv.

⁹ Ibid., pp. xci-xcv.

of schools were not giving students the maximum preparation in Latin. They recommended increasing the amount of grammar and composition and introducing a greater variety of authors to be read. Sallust's Cataline and selections from Ovid were suggested to supplement the traditional study of Caesar, Cicero, and Virgil. Easy reading should be begun early in the course. Teachers were urged to train students to read Latin in the Latin word order and to try to comprehend the meaning without employing the deciphering method. The English of the translation should be genuine idiomatic English. An effective device suggested for more thorough comprehension was memorization of short prose passages, maxims, and poetry.¹⁰

College Entrance Requirements.--- In 1908 the American Philological Association was petitioned by the regional classical associations throughout the country to study the question of college entrance requirements, to formulate definitions of these requirements, and to further the adoption of the requirements by colleges and universities.¹¹ The Committee of Fifteen, representing colleges and secondary schools, set forth prescriptions regarding the amount and range of reading required, the subjects and scope of the examinations, and suggestions concerning preparation for the examination. The minimum amount of preparatory reading required by the Committee consisted of the equivalent of four books of Caesar, six orations of Cicero, and six books of Virgil. The material might be taken from any of the following works: Caesar (Gallic and Civil Wars), Nepos (Lives), Cicero (orations, letters, and De Senectute), Sallust (Cataline and Jugurthine War), Virgil (Aeneid, Bucolics, and Georgics),

¹⁰

Ibid., pp. ci-cv.

¹¹

American Philological Association, Transactions, 1910. Appendix, pp. cxxxv-cxl.

and Ovid (Metamorphoses, Fasti, and Tristia).

Prescriptions regarding the scope of the examinations dealt with sight translation and reading of prescribed material from Cicero and Virgil. The latter reading was to be supplemented by questions on subject matter, literary and historical allusions, and prosody. Exercises in grammar and composition completed the examination.

Suggestions concerning the preparation for examinations included increased emphasis on sight translation, reading aloud, writing from dictation, memorization, and continued drill in prose composition.¹²

Requirements for graduation.-- In 1917 Eliot¹³ studied the Latin requirements for the Bachelor of Arts degree in seventy-six American colleges and universities. Of the seventy-six institutions thirty-eight required no knowledge of Latin for graduation. This number represented chiefly the state universities, which tried to maintain close affiliation with the public high schools and therefore adapted their requirements to the program of the secondary school.¹⁴ Twenty-seven of the colleges studied required some Latin for admission and some in college. Eliot concluded from his survey that Latin should not be required of all, but should be freely elected by those who are interested in it.¹⁵

Classical Investigation

The Classical Investigation, which was sponsored by the American

¹²

Ibid., pp. cxxxvi-cxxxviii.

¹³

Charles W. Eliot, Latin and the A. B. Degree. New York: General Education Board, 1917. Pp. xxi / 21.

¹⁴

Ibid., p. 8.

¹⁵

Ibid., p. 14.

Classical League in 1920, and financed by the General Education Board,¹⁶ was interested in determining the ultimate social objectives of the teaching of Latin. The three main goals of its activity were: (1) to inquire into the relevant facts so that the existing situation could be known; (2) to analyze and criticize the ascertained facts; and (3) to prepare a constructive plan for the teaching of the classics in the secondary schools of the United States.¹⁷

The United States Bureau of Education participated in the investigation by gathering much of the statistical material for the survey. These data included enrollment in classics, state requirements for the teaching of Latin, and facilities for teacher-training. A comprehensive questionnaire, covering the entire field of objectives, content, and method, was filled out by 1,150 experienced secondary school teachers of Latin. Questionnaires were also sent to Latin students and former Latin students to determine their attitude toward the study of the classics. An extensive testing program and a limited use of experimentation completed the project.

The recommendations published by the members of the Classical Investigation in 1924 were concerned primarily with objectives and reading content. Ten objectives were recommended to facilitate better organization of content and methods, adapted to the ability, the needs, and the interests of the pupils:

¹⁶

Advisory Committee of the American Classical League, The Classical Investigation, Part I. Princeton, New Jersey: Princeton University Press, 1924. Pp. 306.

¹⁷

Ibid., p. 2.

1. Progressive development of the power to read and comprehend Latin. (primary objective)
2. Increased understanding of those elements in English which are related to Latin.
3. Increased ability to read, write, and speak English.
4. Development of an historical and cultural background.
5. Development of correct mental habits.
6. Development of right attitudes toward social situations.
7. Increased ability to learn other foreign languages.
8. Elementary knowledge of the simpler general principles of language structure.
9. Development of literary appreciation.
10. Improvement in the literary quality of the students' written English.¹⁸

The reading of easy connected Latin as early as possible was recommended by the committee. Topics should include mythology, Roman life and customs, and legends depicting the virtues of the Romans. The reading throughout the first two years should be graded, with reading of classical authors beginning in the fourth semester. Selections from various authors were suggested rather than concentration on one writer each year.¹⁹ The most important outcomes of the Investigation included revision of courses of study and of textbooks, and change of emphasis in College Entrance Examinations from prescribed readings to translation at sight.²⁰

In 1932 the Classical Association of New England investigated the content of high school Latin courses to determine whether or not schools were actually carrying out the recommendations of the Classical Investigation, and, if they were, what improvement had been made. Land,²¹ who made the survey,

¹⁸

Ibid., p. 79.

¹⁹

Ibid., p. 128.

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Florence J. Lucasse, "What the Classical Investigation Has Accomplished," Journal of Educational Research, 20 (June, 1929), 15-21.

²¹

George A. Land, "The Effect of the Classical Investigation Upon Latin Courses in Schools Preparing for College," Classical Journal, 28 (December, 1932), 179-186.

was especially interested in discovering to what extent the schools were still affected by the College Entrance Examination Board. Although this Board had changed its policies to conform with the Classical Investigation, it was found that the schools were still adhering to the old standards in third and fourth-year Latin. The most notable changes were made in second-year Latin. The amount of material read was reduced in most second-year classes, but in relatively few third and fourth-year classes. However, the results of the examinations have shown that the reduced amount in the second-year has not been a handicap in the last two years.

Latin instruction in secondary schools.-- The Classical Investigation gave impetus to a number of studies of trends in the teaching of Latin in secondary schools. Some of these studies were supplementary to the work of the investigation, while others were undertaken after publication of the Report of the Committee, to determine the extent to which the investigation had affected the teaching of Latin. The former are on the whole experimental studies to test the validity of the objectives of Latin teaching; the latter are chiefly surveys concerned with improvements in texts and courses of study, or surveys of materials designed to enrich the Latin course.

Experimental Studies

As a part of the Classical Investigation, a series of experimental studies was conducted to determine to what extent the objectives of the teaching of Latin were realized under prevailing conditions. The testing program began in 1921 and extended over a period of three years.

The primary immediate objective of Latin study, according to the

Classical Investigation, is increased ability to read and understand Latin.²²

To measure the results of Latin instruction in relation to this objective, Judd and Buswell²³ studied the reading habits of the best students of third-year high-school Latin classes of seven different high schools. Eye-movements, regressions, and duration of fixations were measured during the silent reading of Latin passages by the students. Results of the experiment show that the grammar-translation method does not enable students to read Latin as Latin.

The outstanding characteristics of the reading of these students is analytical examination of the Latin words, together with an extreme oscillation back and forth across the lines.²⁴ It was highly recommended that methods of instruction be improved, and that students be taught to read Latin as Latin, rather than to decipher the passage word by word. The effectiveness of the direct method was demonstrated by Buswell in a later experiment conducted during the Modern Foreign Language Survey.²⁵ Students at University High School, Chicago, were taught to comprehend the thought of a selection directly from the Latin. Rules and constructions were deferred until students had gained some ability in comprehending thought. Vocabulary was studied only in sentences, never as

22

Advisory Committee of the American Classical League, The Classical Investigation, Part I, p. 79. Princeton, New Jersey: Princeton University Press, 1924.

23

C. H. Judd and G. T. Buswell, Silent Reading: A Study of the Various Types. Supplementary Educational Monographs, No. 23. Chicago: University of Chicago Press, 1922. Pp. xiv / 160.

24

Ibid., p. 137.

25

G. T. Buswell, A Laboratory Study of the Reading of Modern Foreign Languages. New York: Macmillan Company, 1927. Pp. xii / 95.

individual words. Students were chosen from the middle-halves of each class for the experiment. They read the same material as the students in the previous study, and their fixations and regressions were measured. The results of the two experiments were compared. The records indicated that the students taught by the direct method could comprehend the meaning of new material at a single reading, whereas the indirect method, emphasizing grammar and translation, produced habits applicable not to reading and comprehending, but to analyzing and deciphering.²⁶

The second objective of Latin instruction recommended by the Classical Investigation is increased understanding of the elements in English which are related to Latin and increased ability to read, speak, and write English. This objective was studied by Thorndike,²⁷ Otis,²⁸ and Cox²⁹ as a part of the Classical Investigation. Tests and experiments were conducted to determine the extent to which Latin aids students in English vocabulary, spelling, composition, and reading.

26

Ibid., p. 78.

27

E. L. Thorndike, "Influence of First Year Latin Upon Range of English Vocabulary," School and Society, 17 (January 20, 1923), 82-85.

E. L. Thorndike, "Effect of First Year Latin Upon Knowledge of English Words of Latin Derivation," School and Society, 18 (September 1, 1923), 260-270.

E. L. Thorndike, "Influence of First Year Latin Upon Ability To Read English," School and Society, 17 (February 10, 1923), 165-168.

28

A. T. Otis, "The Relation of Latin Study to Ability in English Vocabulary and Composition," School Review, 30 (January, 1922), 45-50.

29

Warren W. Cox, The Influence of Latin on the Spelling of English Words. Journal of Educational Research Monograph, No. 7. Bloomington, Illinois: Public School Publishing Company, 1925. Pp. 121.

Otis and Coxe used equated groups in their experiments, while Thorndike administered tests to all pupils of first year English in fifty-six high schools, some of whom were taking Latin, and some were not.

Thorndike and Otis found that Latin students made appreciable gains over non-Latin students in developing an English vocabulary. This was especially true of Latin-derived words. Since sixty per cent of the words in the English language are derived directly or indirectly from Latin,³⁰ the value of the study of Latin in developing an English vocabulary is apparent.

✓ The spelling of English words is also influenced by the study of Latin. Again, it is Latin-derived words which show the greatest gain. In fact, Coxe found that the study of Latin may even impede the spelling of non-Latin words, if the proper methods of derivation study are not used.³¹ Teachers should make a conscious effort to show the relationship between Latin words and their derivatives. Furthermore, they should formulate specific rules which govern the spelling of these derivatives. If this method is observed, students will apply the rules to the Latin words only, and will do less harm to the spelling of non-Latin words.]

A test in English composition was administered by Otis to equated groups of Latin and non-Latin students. The essays, rated according to the Nassau Scale, indicated that the Latin students were six per cent superior to non-Latin students in English composition.³²

Reading ability was measured by Thorndike in first-year high school

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A. T. Otis, op. cit.

³¹

Warren W. Coxe, op. cit.

³²

A. T. Otis, op. cit.

classes in over a hundred different schools. The tests were administered at the beginning, in the middle, and at the end of the school year. The gain made by the Latin students was about one and one-half times as great as that made by the non-Latin students.³³ It was found, however, that all the gain of the Latin group was made in the first semester. The reason for this gain, therefore, could not be determined.

Three studies conducted more than a decade after the Classical Investigation was concluded fail to substantiate the findings of the previous experimental studies of the effect of Latin on proficiency in English. Douglass and Kittelson³⁴ tested high school seniors for English grammar, spelling, and vocabulary. Those who had studied Latin did slightly better, but the differences were not statistically significant. Pond³⁵ discovered that, although Latin students were superior to non-Latin students on a vocabulary test administered to a random group of high-school students, the determining factor was general intelligence. When the Latin and non-Latin students were matched with regard to intelligence, age, and school achievement, there was little difference in vocabulary knowledge. Carroll³⁶ found that the study of Latin has greater effect upon morpheme knowledge than upon derivation. He

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E. L. Thorndike, "Influence of First Year Latin Upon Ability to Read English," School and Society, 17 (February 10, 1923), 165-168.

³⁴

Harl Douglass and Clifford Kittelson, "The Transfer of Training in High School Latin to English Grammar, Spelling, and Vocabulary," Journal of Experimental Education, 4 (September, 1935), 26-33.

³⁵

Frederick L. Pond, "Influence of the Study of Latin on Word Knowledge," School Review, 46 (October, 1938), 611-618.

³⁶

J. B. Carroll, "Knowledge of English Roots and Affixes as Related to Vocabulary and Latin Study," Journal of Educational Research, 34 (October, 1949), 102-111.

recommended that attention be given to the derivation of less common words than is usually the practice in Latin classes, to assist students in developing a sense of distinction of meanings. This would be a greater contribution to the development of an English vocabulary than the usual procedure of impressing upon students the large number of everyday words that are derived from Latin.

Since the study of Latin had become largely a matter of choice rather than prescription, the committee of the Classical Investigation was interested in prediction of success of Latin study. Allen³⁷ and Clem³⁸ carried on experiments with first-year high school students who had elected Latin, to ascertain to what extent success in Latin can be predicted. Allen made use of psychological tests exclusively. The criterion was the pupils' scores in eleven pairs of Latin tests, and class marks in Latin. The experiment was continued for two semesters. Allen concluded that the best psychological tests for Latin prognosis are Briggs Analogies, Forms A and B; Thorndike Test of Word Knowledge, Forms A and B; and Rogers Interpolation, Forms 1 and 2.³⁹ Clem believed that other factors besides intelligence must be considered in Latin prognosis. To supplement Allen's study, Clem selected a group of factors as a basis for prognosis. Age, attendance, school marks in other subjects, personality traits, and interests were among the items

37

William S. Allen, A Study in Latin Prognosis. Contributions to Education, No. 135. New York: Teachers College, Columbia University, 1921. Pp. 40.

38

Orlie M. Clem, Detailed Factors in Latin Prognosis. Contributions to Education, No. 144. New York: Teachers College, Columbia University, 1924. Pp. 52.

39

William S. Allen, op. cit., p. 38.

investigated. Clem concluded that Briggs Analogies Test is the best single objective measure of prognosis, and that the Allen Prognosis Battery, with Age, and Elementary Average would probably show a selective efficiency.⁴⁰

Surveys of Latin Instruction in Secondary Schools

That the recommendations of the Classical Investigation have been received favorably by teachers of Latin has been demonstrated by the surveys of trends in teaching of Latin since 1930. The sources most frequently used in these surveys are courses of study, textbooks, and articles published in professional periodicals. Enquiries, testing, and observation have also provided valuable information. Connolly⁴¹ limited her survey to six courses of study ranked highest by the Bureau of Curriculum Research. It was found that all the courses of study examined recognize the ultimate objectives of Latin teaching as valid, and that all but one offer suggestions for the teaching of Latin both as to the immediate and the ultimate objectives. This was not the situation in the courses of study evaluated by Dilhoff.⁴² These syllabi offered a few suggestions to the teachers for improvement of methods, and newer procedures and techniques. Dilhoff found that the textbooks are more progressive than the courses of study, and follow closely the recommendations of the Classical Investigation.

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Orlie M. Clem, op. cit., p. 51.

⁴¹

Sister Helene Connolly, "An Analysis and an Evaluation of Courses of Study in Secondary School Latin." Unpublished Master's thesis, University of Cincinnati, 1930. Pp. v / 85.

⁴²

Sister Marie Dilhoff, "A Survey of Trends in Teaching of Latin." Unpublished Master's thesis, University of Cincinnati, 1934. Pp. iii / 65.

Grahs⁴³ went a step further in her study, and attempted to evaluate the results of the teaching of Latin by means of a testing program. About three hundred sophomores of village high-schools in Ohio were tested in February and in May, to investigate the values of three main objectives of Latin: (1) ability to read and understand Latin; (2) increased ability to understand Latin words, phrases, abbreviations and quotations occurring in English and increased ability to understand the exact meaning of English words derived directly or indirectly from Latin; (3) historical perspective, appreciation of the literary qualities of Latin authors and development of right attitudes toward social institutions.⁴⁴

The tests showed that the primary objective, ability to read and understand Latin, needs further development. Students apparently did not make proper use of means to translate unfamiliar words. There was little carry-over to new situations. The results were more favorable regarding the ultimate objective, ability to understand Latin words and phrases occurring in English. The cultural objective, historical perspective, literary appreciation, and development of right attitudes toward social institutions, was measured by items relating to events in Roman history and leaders whose character traits have made them famous. The response to this section of the test indicated that students were well acquainted with the history of the country they were studying and that they placed correct evaluation upon the

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Mary E. Grahs, "An Investigation of Civic, Skill, and Informational Values of High School Latin." Unpublished Master's Thesis, University of Cincinnati, 1933. Pp. vi / 94.

⁴⁴

Ibid., p. 4.

civic traits which prepared an individual to take his place in society.⁴⁵

Grahs also examined the textbooks used in the participating schools. She found that the newer books have almost the same vocabulary as the old, but that they stress cultural and civic aspects of Rome rather than military life. Stories of Roman customs and the characteristic Roman traits as portrayed by its citizens, quotations, and familiar phrases contribute in the newer textbooks to the achievement of the cultural and ultimate as well as the primary objective of Latin instruction.

Although Spiggle⁴⁶ limited her investigation to first-year Latin, her conclusions agree with those of previous studies. Special stress was laid upon co-curricular activities to enliven the Latin course and provide additional time for developing cultural and other related phases of Latin study. Handman⁴⁷ advocates extending membership in the Latin club to those who are not studying Latin, but who are interested in Roman history and culture. Handman's survey is the most extensive of those available. Forty-two courses of study from all parts of the country were examined. Inquiry blanks were sent to one hundred and fifty of the larger cities throughout the United States; eighty-one replies were received, representing all sections of the country. With regard to objectives, methodology, and content, the study agrees with the previous surveys, in that the recommendations of the Classical Investigation have had a noticeable influence. More emphasis has been placed upon

⁴⁵

Ibid., p. 80.

⁴⁶

Mary E. Spiggle, "A Survey of the Methodology of First-Year Latin." Unpublished Master's Thesis, University of Cincinnati, 1943. Pp. iv / 100.

⁴⁷

Ally C. Handman, "Trends in the Teaching of Latin." Unpublished Doctor's dissertation, University of Cincinnati, 1942. Pp. vii / 273.

reading of Latin as Latin. While reading materials are still largely based on Caesar, Cicero, and Virgil, they have been enriched by selections from other authors as well. Reading in English for historical and cultural background has been encouraged.

There is evidence of weakness in the program of evaluation in most schools. In many instances the material covered does not adequately test for attainment of the objectives set forth. Standard tests themselves have made little progress in the matter of determining advancement in phases other than translation and syntax. One of the most effective projects of this type was undertaken by Haage.⁴⁸ She defines "functional method" as the comprehension of the thought of a Latin sentence or paragraph--not translation--and the ability to recognize and understand Latin words, forms, and syntactical principles in context.⁴⁹ Two tests were constructed, one pertaining to comprehension, the other to recognition of language elements. These tests have been standardized.

Three studies which have been made of high-school Latin offer specific materials to the teacher for enriching the Latin course. Cashin⁵⁰ surveyed the civic, ethical, religious, moral, and social aspects of Caesar, Cicero, and Virgil, based upon textbooks, and prepared a glossary of passages

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Catherine M. Haage, Tests of Functional Latin for Secondary School Use Based Upon the Recommendations of the Classical Investigation. Philadelphia: University of Pennsylvania, 1932. Pp. 192.

⁴⁹

Ibid., p. 11.

⁵⁰

Sister Marie Teresa Cashin, "Study of the Conceptual Values of the Content of the High School Latin Curriculum." Unpublished Master's Thesis, University of Cincinnati, 1932. Pp. ii / 98.

exemplifying each of these aspects in the three authors. Woodring and Sabin⁵¹ list sources of materials, such as books, pictures, slides, and articles published in periodicals. Part II of the book provides suggestions for use of these materials, as well as interesting paragraphs on derivation of specific words, classical allusions in English poetry, stories from classical sources depicting the human side of classical authors. The material is of great value for club programs of colleges as well as of high school.

A vocabulary of high-school Latin was compiled by Lodge⁵² containing all words used in Books I-V of Caesar, Cicero's Orations, and Virgil's Aeneid I-VI. Statistics are given as to the number of times each word occurs, and a list of the two thousand words most frequently occurring is included. The primary purpose of the list is to give students a command of a Latin vocabulary which will enable them to read Latin at sight with fair accuracy.⁵³

Book⁵⁴ has analyzed the task of learning Latin from a psychological viewpoint. Her detailed explanations of the mental processes involved are valuable to teachers, in that they give an insight into the difficulties met by students and also the most effective means of overcoming these difficulties. A list of suggestions to Latin teachers summarizes the main topics treated in

51

Maxie Woodring and Frances Sabin, Enriched Teaching of Latin in the High School. New York: Teachers College, Columbia University, 1930. Pp. viii / 144.

52

Gonzales Lodge, Vocabulary of High School Latin. Contributions to Education, No. 9. New York: Teachers College, Columbia University, 1928. Pp. viii / 217.

53

Ibid., p. v.

54

Clara D. Book, "Detailed Analysis of the Task of Learning to Read Latin," Journal of Educational Research, 25 (March, 1932), 178-196.

the study:

1. Analyze the learner's task to determine what the students have to do to learn the subject.
2. Study each student individually; adjust each learner's task to his ability to learn.
3. Make an analysis of each day's lesson and make definite assignments.
4. Help students improve their methods of work.
5. Make a study of the difficulties involved, their cause, and at what stage in the learning they occur in order to be able to circumvent or forestall them.
6. Keep students encouraged and avoid fatiguing them when starting a new topic.
7. Review some part of the previous work daily and give frequent tests.⁵⁵

The Latin Controversy

The publication of the report of the Classical Investigation on one hand, and the changing philosophy of education on the other, have stimulated a spirited controversy among educators as to the actual value of Latin study. The denial by psychologists of the value of a subject for the sake of mental discipline and as a transfer agent has had a decided effect upon the position of Latin in the curriculum. Experimental psychology has affirmed that one cannot depend upon Latin or any other so-called hard subject to strengthen his reasoning, memory, or any other mental faculty in preparation for the problems of every-day life.⁵⁶

One of the functions of education is to give knowledge that is usable and permanent. This is a point upon which much of the criticism of Latin is based. Especially during the years of World War II, teachers were required to

⁵⁵

Ibid.

⁵⁶

S. C. Garrison and K. C. Garrison, Fundamentals of Psychology in Secondary Education, pp. 189-191. New York: Prentice-Hall, Inc., 1936. Pp. xx + 599.

demonstrate the practical value of their subjects. George Boas, professor of philosophy at Johns Hopkins University, stated quite vehemently his opinion of the usefulness of the humanities in the war emergency: "If training men in trigonometry and physics and chemistry to the detriment of the humanities will win the war, then let us forget our Greek, our Latin, our art, and get to business learning trigonometry and chemistry and physics."⁵⁷

The statement which has caused the greatest concern to classicists is the condemnation of Latin by the Educational Policies Commission in 1943. In proposing some important changes in the curricula of our schools, the commission made the following statement regarding Latin:

We recognize the contribution of the ancient languages and literature to our culture. We believe, however, that a relatively small percentage in any population will achieve from their experience in high school that mastery of these languages which will substantially enrich their cultural life. We therefore recommend that the teaching of these languages be limited to the very few who will achieve these values and use these languages in their scholarly pursuits.⁵⁸

Although the commission does not call for an entire elimination of Latin in high school, its secretary, W. G. Carr,⁵⁹ stated frankly in 1942 that, since no person in the United States or elsewhere needs to be able to read or write or speak Latin, either to help win the war or safeguard the peace, he advocated that the teaching of Latin as a language should be discontinued at once for the duration, as a high-school subject, required or elective.

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George Boas, "Priorities in Education," Atlantic Monthly, 171 (January, 1943), 63-66.

⁵⁸

Educational Policies Commission, What the Schools Should Teach in Wartime, p. 19. Washington: National Education Association, 1943.

⁵⁹

American Classical League, Why Latin and Greek Should Not Be Discontinued in our Schools, p. 3. Nashville, Tennessee: American Classical League, 1943. Pp. 15.

Everett⁶⁰ gives definite reasons for favoring the dropping of languages from the high school curriculum, although some of his objections would doubtless be overruled today, due to increased emphasis on world-understanding. Everett states that few Americans will ever travel and therefore need foreign languages, a relatively few will use foreign languages in business, and only a very small group will enjoy language for its own sake.

It is not only at the high school level that the value of Latin has been questioned. The liberal arts college, according to Tead,⁶¹ is increasingly on the defensive, and teachers of liberal subjects must be prepared to defend the "what," the "why," and the "how" of their curricular offerings. Similar ideas are expressed even more specifically by Russell,⁶² who asserts that some of our schools and colleges are inferior because some teachers, instead of keeping up with the modern world and having a world point of view, are satisfied to go back to the literature of the Middle Ages and the point of view of the old continental universities. Russell advocates the adaptation of methods of teaching and content of the curriculum to students as they live and learn today, without blind worship of past educational forms and perpetuation of educational theories outworn and outgrown.

A practical example of the decline in classical language instruction

60

Samuel Everett, A Challenge to Secondary Education, pp. 295-296. New York: D. A. Appleton Century Company, 1935.

61

Ordway Tead, "Bridging the Gulf between Liberal and Vocational Education," Educational Record, 27 (April, 1946), 129-145.

62

William F. Russell, "Are Our Schools Doing a Good Job?" Teachers College Record, 48 (March, 1947), 365-366.

is seen in the report of Mallon⁶³ to the North Central Association regarding postwar education. A group of one hundred and twenty institutions indicated a need for increase in faculties in all departments. However, while other departments showed an increase in members between 1941-1942 and the end of the war, the classical languages and sociology had suffered slight decreases. The need for additional faculty members is markedly slighter in classical languages than in any other department.

In a recent debate regarding liberal versus practical education, Bacon⁶⁴ pointed out what he considers a fallacy in the prescription of a narrow, traditional organization of abstract knowledge as being liberal education for all men. The school's obligation is to carry the cultural and the liberal association to the fullest possible extent for each individual, but the process will not be the same for all. For the many it will be small units of the cultural heritage in combination with the powerful appeal of vocational and avocational interests.

Hutchins⁶⁵ states the case for liberal subjects in opposition to Bacon's indictment. Men can live full and good lives only if they have been given the education to achieve their full, intellectual powers, so that they act on reason and understanding rather than prejudice and emotion. Unless we give such an education, we cannot hope to maintain a democracy, because democracy rests on the collective wisdom of its students. The importance of the

⁶³

Wilfred Mallon, "Report of the Committee on Postwar Education," North Central Association Quarterly, 20 (April, 1946), 301-335.

⁶⁴

Robert Hutchins and Francis Bacon, "Debate - Liberal Versus Practical Education," Rotarian, 69 (September, 1946), 14-18.

⁶⁵

Ibid.

good life is also stressed by Long,⁶⁶ who believes that the only way of arriving at a trustworthy definition of this good life is by familiarizing oneself with the writings of the greatest thinkers of the past as revealed in the world classics. Ducasse⁶⁷ carries this idea a step further in asserting that literature is the subject par excellence of humanistic study only if it is studied in the manner which alone procures to the student actual, first-hand experience of the human sentiments expressed in the literary work he reads. Cough⁶⁸ reiterates these claims in terms of the record of unsurpassed achievement in thought and in accomplishment, the record of a brilliant society and of high achievement within every province of man's thought.

Kaulfers⁶⁹ and Hutchinson⁷⁰ propose important questions to which language teachers may well give consideration. Korfmacher⁷¹ and Burrus⁷² suggest possible answers to the propositions. Kaulfers asks if language arts can contribute to the realization of the central social objectives of modern education without loss of the special objectives of ability in the language.

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Mason Long, "The Crux of College Curriculums," Education, 65 (September, 1944), 33-38.

⁶⁷

C. J. Ducasse, "Are the Humanities Worth Their Keep?" American Scholar, 6 (Autumn, 1937), 460-470.

⁶⁸

Herbert N. Cough, "Classics in the Liberal Arts College," Journal of Higher Education, 16 (May, 1945), 227-232.

⁶⁹

Walter V. Kaulfers, "Cultural Unification as a Foreign Language Objective," Curriculum Journal, 13 (November, 1942), 333-334.

⁷⁰

Mark E. Hutchinson, "The Place of Foreign Languages in Post-War Education," Modern Language Journal, 30 (May, 1946), 256-264.

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William C. Korfmacher, "Latin and the World Outlook," Education, 67 (June, 1947), 603-608.

⁷²

E. J. Burrus, "Latin for Students of Modern Languages," Education, 67 (June, 1947), 644-649.

If so, the significance of the language arts as fields of culture in American education will be greatly strengthened by their direct association with the primary object for which schools exist. According to Korfmacher this goal of development of right attitudes toward social situations can be attained through the study of Latin in four ways: (1) by considering language as a key to the mind and thought processes of another race; (2) by a study of the life, customs, ideals and virtues of another race; (3) by development of an intelligent attitude toward other people's form of government; and (4) by growth beyond the narrow provincialism of mere local outlook and interest.

Hutchinson states his questions in terms of the contributions which classical languages can make to the new curriculums at the level of general education and at the level of critical and creative work in a field of specialized study. With regard to the latter contribution, Burrus gives striking examples and suggestions regarding the role of Latin in the study of foreign languages. Latin students learn a modern foreign language by comparison rather than by isolated study of vocabulary, syntax, and construction. However, this process of comparison must be emphasized in both the Latin study and the modern language study. Such a method is effective in developing a sense of organization and integration in the thought processes of the students.

Withers⁷³ sees a result of the decline of classical language study in the fact that the majority of American people do not know how to express themselves effectively; their vocabulary is sadly meager. Withers further asserts that modern foreign languages would be more intelligible with a

73

A. M. Withers, "The Classics Through Modern-Language Spectacles," Education, 65 (November, 1944), 183-188.

background of Latin and Greek.

The position of Brown⁷⁴ in the issue of traditional versus practical education approximates the "golden mean." It is his belief that vigilant and determined effort must be made to re-emphasize the humanities and the social sciences; a balance must be restored between these subjects and the sciences. We must not slight the past, but we must see the past as interpreting the present.

It is of interest to note, in reviewing the Rockefeller Language Conference held in 1944, that the majority of the administrators present voiced the opinion that exploratory courses in foreign languages and mathematics should be mandatory upon students, so that they should at least have the opportunity to find out for themselves in the classroom whether or not they would be interested in the subjects and whether or not they had aptitude for them.⁷⁵

An answer to the objection that Latin is not practical is given by Dunkel,⁷⁶ associate director of the Investigation of the Teaching of a Second Language at the University of Chicago. Dunkel asserts that few students of beginning science, literature, or any other subject, will ever use or even remember much of the specific skill gained in the particular subject. The educational value expected of Latin is in the general knowledge, insights, principles, and skills gained, not those particularized in the subject.

⁷⁴ Kenneth I. Brown, "Four Basic Issues for Colleges of Liberal Arts," North Central Association Quarterly, 19 (October, 1944), 177-183.

⁷⁵ Curtis C. Vail, "The Rockefeller Language Conference," German Quarterly, 17 (1944), 120-130.

⁷⁶ Harold B. Dunkel, "Major Emphases for Latin Instruction," Education, 67 (June, 1947), 637-643.

Snowden⁷⁷ agrees with this view, and urges classicists to participate in an examination of prevalent educational theories and to capitalize on what is apparently a revival of interest in the classics. Snowden sees a certain skepticism among men of today regarding the validity of attacks which have been made upon classical study.

Summary

The earliest studies of classical language instruction were carried on primarily to effect uniformity in school programs and in requirements for admission to college. While some consideration was given to methods and techniques, it was not until the time of the Classical Investigation that any definite attempts were made to determine the actual effectiveness of teaching the classical languages. The Classical Investigation had far-reaching effects in classical departments of high schools and colleges. Investigation and experimentations were conducted as a part of the Investigation. These studies showed that the study of Latin is beneficial to the study of English, vocabulary, spelling, reading, modern foreign languages, although most of the gains reported are not great enough to be significant.

To determine the extent to which the Classical Investigation had been accepted by classical language teachers, several surveys have been conducted. These surveys agree that the Investigation has been an instrument for good in improving textbooks and courses of study, and that on the whole teachers are endeavoring to put into practice the recommendations of the Classical Investigation. Further attempts should be made to improve the program of testing

77

Frank M. Snowden, Jr., "The Classics and the Educationists," Education, 67 (June, 1947), 631-636.

and evaluation. Moreover, teachers must train their students to make proper use of means to translate unfamiliar materials more readily, and to make intelligent use of their knowledge of Latin in English usage.]

The Classical ~~Investigation~~ and the changing philosophy^{ies} of education have brought about a controversy regarding the study of classical languages which has drawn educators with differing opinions to defend their premises. The point most frequently used by the opponents of classical language instruction is the prevalent belief that education must give knowledge that is usable and permanent. On the other hand, the proponents of the classics point out the necessity for students to develop their full intellectual powers, by familiarizing themselves with the writings of the greatest thinkers of the world--past as well as present.

CHAPTER III

HISTORICAL BACKGROUND OF CLASSICAL LANGUAGE INSTRUCTION

Our traditional conception of a liberal education has its roots deep in the past. The so-called "seven liberal arts," made up of the trivium of grammar, rhetoric, and logic, and the quadrivium of arithmetic, geometry, astronomy, and music, which were accepted by the medieval Universities as the prescribed curriculum, found their inception in ancient Greece and Rome. However, from the time when the university arts curriculum was established, gradual changes in the content of the course of studies took place. The seven liberal arts continued to be the core of the arts curriculum, but world influence necessitated expansion of the curriculum to include the new ideas and new learning of the Renaissance.¹

One of the determining educational factors of the Renaissance was the revival of ancient classical learning. The rediscovery of classical manuscripts and inscriptions, the editing and printing of Latin and Greek texts, and the dissemination of the new learning by the humanists during the fourteenth and fifteenth centuries laid the foundation for later classical scholarship in Italy, France, England, and Germany.

Higher Education in America

The beginnings of college education in America showed a definite influence of European universities. Harvard college, the first to be

1

R. Freeman Butts, The College Charts Its Course, p. 32. New York: McGraw-Hill Book Company, Inc., 1939.

established in the new world, was virtually a copy of one of the many colleges that constituted Oxford and Cambridge. John Harvard, who gave his name to the new college, was a Cambridge graduate, and Henry Dunster, the early president of Harvard who formulated the curriculum in 1642, was a graduate of Magdalene College, Cambridge.² The conditions for admission established by President Dunster included the following:

When any Scholar is able to read Tully or such like classical Latin Authors extempore, and make and speak true Latin in verse and prose...and decline perfectly the paradigms of nouns and verbes in ye Greek tongue, then may hee bee admitted into ye College, nor shall any claim admission before such qualifications.³

Since Harvard students of the seventeenth century were supposed to have mastered Latin grammar, to be proficient in Latin composition, and to have read numerous Latin authors before they entered college, Latin as a subject was not included in the curriculum. Latin was the language of instruction, of the declamations, and of almost every textbook used in the College, even of the Greek and Hebrew grammars. A concession was made to the general public at Commencement in August, 1653; one thesis was presented in English. But the experiment was not soon repeated. Presumably it was considered "letting down the standards."⁴

In 1723 it was found necessary to review in the freshman year the authors learned in preparatory school. In 1734, "ability to speak true

²
Ibid., p. 47.

³
E. C. Broome, A Historical and Critical Discussion of College Admission Requirements. Columbia University Contributions to Philosophy and Education, XI, No. 3-4, p. 18. New York: Macmillan Company, 1903.

⁴
Samuel E. Morison, Harvard College in the Seventeenth Century, Part I, p. 163. Cambridge: Harvard University Press, 1936.

latine" was omitted from the entrance requirements, and knowledge of rules of prosody was substituted for ability to "make Latin verse." This may be seen as an indication that the importance of Latin as a functional language had begun to decline.⁵

Greek was required of all freshmen and sophomores. Since Harvard endeavored to follow the method recommended by Peter Ramus at the University of Paris, of studying only one subject each day of the week, Wednesday was devoted to Greek until about 1760. In the first days of Harvard, freshmen were supposed to have their Greek declensions and conjugations before they came to college, and began the study of Greek authors in college.

All the colleges founded in colonial times followed the policy of Harvard in requiring Latin and Greek for entrance and in college. The Yale faculty held steadily to its prescription of classical language study even after many colleges had adopted the elective system.⁶

Classical Studies Placed on the Defensive

Although classical studies formed a basic part of the American college curriculum in the seventeenth and eighteenth centuries, a wider conception of the objectives of higher education necessitated a change of policy whereby the colleges were to contribute to the commercial and civic usefulness of the many as well as to the religious and civic leadership of the few. The classical and literary tradition of a liberal education was challenged by a more practical and democratic viewpoint, which grew stronger throughout the

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E. C. Broome, op. cit., p. 29.

6

R. Freeman Butts, op. cit., p. 66.

years.

Influence of Social and Economic Developments.--- It was largely through the influence of Benjamin Franklin that American educators became interested in utilitarian, commercial objectives.

That Franklin doubted the practical value of Latin is evident:

I would offer it to the consideration of those who superintend the education of our youth, whether--since many of those who begin with the Latin, quit the same after spending some years without having made any great proficiency, and what they have learned becomes almost useless, so that their time has been lost,--it would not have been better to have begun with the French, proceeding to the Italian and Latin. For though, after spending the same time they should quit the study of languages and never arrive at the Latin, they would, however, have acquired another tongue or two that being in modern use might be serviceable to them in common life.⁷

In nearly all the colonial colleges, the aim as expressed in their charters was to teach the "arts and sciences" or the "liberal arts" as a preparation for the ministry or for leadership in civil government. The effect of the Industrial Revolution upon the social and economic life of America was reflected in the changes of policy of newly established institutions. Scientific discoveries and inventions gave science a prestige it had not enjoyed previously. The literary and linguistic tradition of higher education was thus challenged, and the liberal arts were compelled to share their position in the curriculum with scientific subjects.

Another effect of the Industrial Revolution on the college curriculum can be traced through the socio-economic influences at work. Throughout Europe the middle classes were rising to supremacy, and were demanding equal opportunities with the wealthy and noble classes. The invention of the printing

7

F. N. Thorpe, Benjamin Franklin and the University of Pennsylvania. Bureau of Education Circular of Information, No. 2, 1892, p. 35. Washington: Government Printing Office, 1893.

press made it possible for these people to increase their knowledge and to take their place in intellectual circles. America did not escape this influence. Democracy, being established on the theory of equal rights, was quick to accept the spirit of equal educational advantages. This is evinced by the efforts of such leaders as Thomas Jefferson, who advocated a state system of universal free education, and George Washington, who urged the foundation of a national university for the arts, sciences, and American principles of law and order.⁸

This idea of educational opportunity for all gave rise to the necessity for curriculum revision. The courses offered were suited to the aristocracy, but did not satisfy the economic needs of the middle classes, who pursued further education as a preparation for earning a livelihood. Thus the new sciences and the utilitarian subjects found their way into the college curriculum. Furthermore, since the advocates of the traditional liberal arts strongly opposed the substitution of these new subjects for the linguistic, literary subjects, a remedy was sought in the elective system. This had a decided effect upon the study of classical languages, since it gave many an opportunity to earn a college degree without the usual language requirement.

Another social factor which had a bearing upon the place of classical languages in the curriculum was the movement for higher education for women. When colleges were founded for women, it was necessary to lower the admission requirements, because of the amount and quality of preparatory work

8

R. Freeman Butts, The College Charts Its Course, pp. 85-88. New York: McGraw-Hill Book Company, Inc., 1939.

afforded young women.⁹ In the first coeducational college in the United States, Oberlin, the Ladies' Course required only one year of Latin for admission, and all Greek and nearly all Latin were omitted. In time this course was open to men as well as women.¹⁰

State Universities.--- No institution has had greater influence on the decline of Latin and Greek in college than the state university. The immediate reason that most of the state universities have abandoned all requirements in classical languages for admission, or have never made such demands, is that they must maintain close affiliation with the public high schools, which have almost ceased to provide instruction in Greek, and do not in most instances require Latin for graduation. The secondary school was originally considered primarily a preparatory school for colleges. However, the public high school's main function has been to prepare its graduates for various occupations. It exists for itself and not for the college. Hence the college must accommodate itself to the general policies and needs of the high school, if it is to keep in touch with the mass of the people.¹¹

Moreover, the State university is open to all students who show any ability to do work beyond the secondary level. For this reason, the curriculum must be adapted to the needs, intellectual level, and educational preparation of all. It cannot enforce requirements with which the student body as a whole cannot comply. Thus, besides abolishing the classical language entrance

⁹
Thomas Woody, A History of Women's Education in the United States, Volume II, p. 167. New York: The Science Press, 1929.

¹⁰
Ibid., p. 233.

¹¹
Charles Eliot, Latin and the A. B. Degree, pp. 7,8. New York: General Education Board, 1917.

requirement, these universities for the most part have never placed Latin or Greek on the list of required courses for graduation. And since the private schools have found it necessary to compete with the state colleges and universities, they too have revised their curricula along the patterns of the more influential publicly supported institutions.

Elective system.-- Two factors already mentioned worked together to make the prescribed curriculum of the American college more and more impracticable. The newly-awakened interest in scientific research and in professional training brought with it a variety of subject-matter which sought a place along with the conventional courses. Furthermore, the democratic principle of educational opportunities for all created a necessity for courses which would satisfy the needs of the heterogeneous groups now seeking admission to college. Since the number and variety of these studies became so great that no student could give attention to all of them during the four-year period of instruction, it became necessary to devise a method whereby the student could pursue those courses which he considered of most value to him.¹²

The first attempt to establish an elective system was made by Thomas Jefferson when he founded the University of Virginia in 1825. The Visitors of the University, of which Jefferson was Chairman, decreed that the courses offered should be arranged in such a way that every student would have the opportunity to attend the classes of his choice.¹³ This experiment met with both favor and rebuffs from other colleges. George Ticknor, professor

¹²

R. Freeman Butts, op. cit., p. 114.

¹³

William T. Foster, Administration of the College Curriculum, p. 59. Boston: Houghton Mifflin Company, 1911.

of Romance Languages at Harvard, heartily endorsed Jefferson's plan, and in 1827 introduced a similar procedure in his department at Harvard. Although he succeeded with his own students, he failed to interest the administrators and other members of the faculty of Harvard in these reforms, and it was not until 1841 that the elective system was adopted to any great extent at Harvard.¹⁴ Its popularity was short-lived, for the presidents from 1846 to 1860 opposed the system and restricted it to such an extent that when Thomas Hill assumed the duties of president he found only one elective possible for juniors and one for seniors. However, President Hill and more particularly his successor, Charles Eliot, not only restored the elective system, but gave Harvard a reputation in educational circles for its progressive ideas in this regard.¹⁵

Yale University, on the other hand, opposed the movement vehemently. In a special report of 1828, the faculty formulated the doctrine that a liberal education can be attained only by following a strictly prescribed college curriculum based upon considerations of mental discipline. The second part of the report was concerned more particularly with the place of the ancient languages in a liberal education and defended the insistence upon the study of Greek and Latin in the college curriculum. The reasons advanced in favor of the classics were mental discipline and culture.¹⁶

In spite of opposition the elective system continued to gain favor, especially with the state institutions. The conservative schools tried to

¹⁴ R. Freeman Butts, op. cit., p. 109.

¹⁵ Ibid., p. 175.

¹⁶ Ibid., pp. 118-120.

stem the movement by introducing a parallel course along with the classical course, awarding at its completion the Bachelor of Science or Bachelor of Philosophy degree.¹⁷ Some attempt at reform of the rigidly prescribed curriculum was made by most colleges throughout the country during the last decade of the nineteenth century and the first decade of the twentieth. But hand in hand with these reforms went a certain hesitancy to break away completely with the traditional curriculum. When President Lowell announced in 1910 his determination to restrict the system of free election at Harvard, it was accepted as a sign that the trend had changed. Lowell asserted that students did not have enough experience to select subjects which would benefit them most, that the result was either too much specialization or a mere smattering of knowledge in unrelated fields.¹⁸ Harvard again set the pattern for reform, by putting into effect the so-called "concentration and distribution plan," whereby a student must concentrate in one of four large fields, and distribute the remainder of his courses among the other three fields. The purpose of this reform was to secure a systematic education based on the principle of "knowing a little of everything and something well," and also to help the student plan his college curriculum seriously and plan it as a whole.¹⁹ This system has become one of the standards for the American college, and has provided the basis for other efforts to avert the evils of the elective system.

¹⁷

William T. Foster, Administration of the College Curriculum, p. 187. Boston: Houghton Mifflin Company, 1911.

¹⁸

A. Lawrence Lowell, At War With Academic Traditions in America, pp. 4-6. Cambridge: Harvard University Press, 1934.

¹⁹

Ibid., pp. 239-240.

Although prescribed courses have again become an integral part of the college curriculum, the traditional subjects, particularly ancient languages, have not regained their original position. Many attempts have been made to restore their popularity, but science, social studies, and modern languages have made greater gains at the expense of Latin and Greek. Even in such a conservative section of the country as New England there has been a marked decrease in the study of classical languages since the last decades of the nineteenth century.²⁰ The so-called "great-books movement" of St. John's college would seem to indicate a return to classical languages, but these "great books" are all read in translation. One year of Latin and one year of Greek are required of all students, it is true, but French and German are also included in St. John's all-prescribed curriculum, and the language requirement for graduation is stated merely as "a reading knowledge of at least two foreign languages."²¹

The status of classical language instruction in the middle of the twentieth century is indicated by a decline in enrollment, in courses offered, and in members of the teaching staff. To what an extent this decline has affected the classical department of the liberal arts college and what means are being taken to improve conditions will be developed in subsequent chapters of this study.

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Merle Kuder, Trends of Professional Opportunities in the Liberal Arts College, p. 54. Teachers College, Columbia University Contributions to Education, No. 717. New York City: Bureau of Publications, Teachers College, Columbia University, 1937.

21

St. John College in Annapolis, Catalogue, 1945-1946, p. 36.

Summary

The liberal-arts college owes its origin to the "seven liberal arts" of Greece and Rome, namely grammar, rhetoric, and logic, arithmetic, geometry, astronomy, and music. Interest in the Humanities during the Renaissance led to the inclusion of Greek and Latin authors in the curriculum of Medieval Universities.

The plan of European higher education was reflected in the early colleges of America. Hence Latin and Greek occupied a place of prominence in the curriculum. This position was not contested until the nineteenth century, when social and economic changes influenced the American educational system. Belief in equal educational rights for all citizens necessitated adjustments in the college curriculum to suit the needs of the student body. These adjustments included a system of election which would afford each student the opportunity to pursue those subjects which would best fulfill his needs.

One of the first departments to be affected by the elective system was the classical language department. Modern languages, science, and social studies were considered more practical than the traditional subjects. The decline in Latin and Greek instruction in the secondary school also had an effect upon the attitude of students toward the study of classical languages.

The elective system did not prove to be as sound and effective as its proponents had expected. To counteract its defects, college administrators began to seek a middle course in the early decades of the twentieth century. Harvard University, which had set the standard for free election, again led the way in adopting what has become the most common type of curricular organization in American colleges--a combination of prescribed and elective courses,

which provides for the students a general education in all the principal fields of study, and concentration in fields of their choice.

Although prescribed courses have again found their way into the college curriculum, classical languages have not been restored to their original prestige, but are included in the elective courses if they are offered at all. Thus the status of classical language instruction has changed from prescription for all students to election by a few.

CHAPTER IV

OBJECTIVES FOR THE STUDY OF CLASSICAL LANGUAGES AND LITERATURE

Before it is possible to organize a course of studies in any field in education, or to determine the content of that program and effective methods of presenting it, a set of objectives must be drawn up to determine the goal toward which these activities are to tend. Every activity, to be worth-while, must have a goal. It is only with this goal in view that subject matter and methods take their proper place in the educative system.

The purpose of the present chapter is to examine the statements of objectives in current catalogues of the colleges in this study in their relation to the objectives formulated by the Classical Investigation, and to determine which of these aims are recognized most frequently. It is further proposed to investigate other objectives stated in college catalogues which are not included in the list of the Classical Investigation. In addition to the general objectives of the classics departments, aims of specific courses are examined to ascertain what means are provided for the attainment of the department's objectives.

Objectives Formulated by the Classical Investigation

One of the most valuable outcomes of the Classical Investigation was the formulation of a set of objectives for the study of Latin. The survey was not extended to Greek because of lack of time and funds; however, the aims apply equally to that language. Although the committee was concerned primarily

with secondary school Latin, it asserted that the recommended objectives were valid for advanced study as well:

Many of these objectives contain implications of much wider scope and suggest values for which the foundations may be laid in the secondary school, but which may be expected to develop largely in the case of those who continue the subject in college.¹

The ten objectives of the Classical Investigation together with three additional aims found in college catalogues are listed in Table 1 in the order of their frequency.

Of the 160 colleges in this study which offer Latin or Greek, only fifty-three have definitely stated objectives for the classical language department in the college catalogues. This is a significant factor, in view of the fact that objectives play such an important role in the organization of a department. Such a condition is in definite need of improvement. Since the aims which are stated by the fifty-three colleges are confirmed by the pattern of courses offered in the colleges as a whole, it may be implied that the remaining institutions recognize these purposes of classical language instruction but have failed to formulate them expressly.

Development of an historical and cultural background.-- This objective is expressly admitted by thirty-eight of the fifty-three colleges which list the aims of the classics department. The shift of emphasis to this phase of instruction and to the means of attaining it is an essential point in recent trends in the classics department of the liberal arts college. The movement of general education has had a decided influence on this trend, and

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Advisory Committee of the American Classical League, The Classical Investigation, Part I: General Report, p. 36. Princeton, New Jersey: Princeton University Press, 1924.

TABLE 1

OBJECTIVES OF CLASSICS DEPARTMENTS AS DEFINED IN THE CATALOGUES
OF FIFTY-THREE LIBERAL ARTS COLLEGES, 1948-1949

	Tax-Supported Colleges	Catholic Colleges	Private Non-Catholic Colleges	Total
Development of an historical and cultural background	7	10	21	38
Development of literary appreciation	5	9	20	34
Increased ability to read and understand Latin and Greek	4	6	18	28
Increased ability to read, speak and write English	3	6	14	23
Increased understanding of those elements in English which are related to Latin and Greek	1	2	17	20
*Increased understanding of liturgy and New Testament	0	12	7	19
Development of right atti- tudes toward social situations	2	3	10	15
*Training of teachers	4	4	7	15
Increased ability to learn other foreign languages	3	1	10	14
Improvement in the literary quality of written English	1	2	4	7
Elementary knowledge of the simpler general principles of language structure	1	2	4	7
*Preparation for graduate study	1	1	3	5
Development of correct mental habits	0	4	0	4

* Aims of collegiate instruction only;
not included in objectives of the
Classical Investigation

has encouraged it to such a degree that almost all the colleges have introduced it into their curriculum.² Varied techniques are employed to fulfill this objective. New courses in Greek and Roman civilization and culture, recent textbooks on the same topic, prescribed courses in ancient history for Latin and Greek specialization, and greater stress upon cultural influences in reading and literature courses are all outcomes of the growing interest in the cultural heritage of Greece and Rome. An important implication is that the ancient civilization courses are open to students of all fields and require no knowledge of Latin or Greek. However, they are usually taught by a member of the classical language department, and include a study of every phase of ancient culture which contributed to the prominent position of these nations in the development of civilization. Literature, art, history, political ideologies all have their place in this synthesis of classical culture.³

Courses in mythology,⁴ archeology,⁵ literature in translation⁶ also contribute to the attainment of the historical and cultural objective. No true idea of Greek and Roman thought is possible without some knowledge of mythology, which constituted the religion of these nations. The influence of

2

Arthur P. Scott, "Deriving the Objectives and Content of the College Curriculum: The Humanities," New Frontiers in Collegiate Instruction, pp. 53-64. Edited by John Dale Russell: Chicago: University of Chicago Press, 1941. Pp. viii / 248.

3

Bulletin, Yale University, 1949-1950, Series 45, No. 8, p. 66. New Haven, Connecticut: Yale University, 1949.

4

Catalogue, Washington University, 1949, Vol. 47, No. 4, p. 38. St. Louis: Washington University, 1949.

5

Catalogue, Syracuse University, 1948-1949, Vol. 77, No. 6, p. 58. Syracuse, New York: The University, 1948.

6

Catalogue, College of William and Mary, 1948-1949. Vol. 42, No. 3, p. 77. Williamsburg, Virginia: The College, 1948.

mythology on later literatures belongs to another objective. Here attention is limited to the effect of the Greek and Roman deities on the lives and philosophy of their devotees. Even a cursory study of mythology will convince the students of its essential position in the realm of ancient ideas and ideals--religious, literary and political.

The value of the courses in literature in translation has been a subject for controversy among classicists since this movement gained popularity in the last decade. There are numerous arguments pro and con. For the purpose of a cultural background the courses are valuable in that they afford many students an opportunity to become acquainted with the masters whom they cannot study in the original.⁷ Another advantage accrues to majors in the classics. It is impossible in an undergraduate program to study all of the important works of all the authors. Two alternatives are possible--the student may skim hurriedly through the numerous writings, or he may be satisfied with a careful reading of a few of the best selections. In both instances he will gain only a superficial understanding of the forces which affected the succeeding periods of literature. A combination of the latter, that is, a careful study of the greatest of the masterpieces, and a reading in translation of the remaining works will give the student the complete picture of ancient culture as seen through its literature.⁸

Development of literary appreciation.-- Thirty-four of the fifty-three colleges include development of literary appreciation in their statements

⁷ Henry C. Montgomery, "The Humanistic Role of the Ancient Classics," Educational Record, 25 (April, 1944), 109-117.

⁸ B. L. Ullman, "The Ancient Classics in Translation," Journal of General Education, 3 (October, 1948), 71-74.

of aims of classics departments. The estimate placed upon a knowledge of the ancient classics as a background for later literature is demonstrated by the recommendation of a study of Latin and Greek for English majors in thirty-three colleges and for modern language majors in twenty-one colleges. In the data secured by the Classical Investigation, the value of Latin in developing literary appreciation increased in the estimate of teachers for each succeeding year of high-school.⁹ The logical conclusion would be that a continuation of the subject in college should further develop this concept. Such is actually the purpose of the majority of college courses in classical languages. The authors are studied in relation to the genre they represent, and surveys of literature integrate the knowledge gained in individual courses into a complete pattern.

Literary appreciation is the primary purpose of the courses most recently introduced into the classics department, literature in translation. As was said above, these courses do contribute to the historical and especially the cultural background of the students, but it is through their literary value that this is accomplished.

Increased ability to read and understand Latin.-- This is the basic objective underlying the entire course of classical language study, and is a specific application of the fundamental tradition that has characterized the liberal arts college since its inception, namely, "to make the mastery of knowledge the main concern of the college student."¹⁰ The ability to

9

Advisory Committee of the American Classical League, The Classical Investigation, Part I: General Report, p. 69. Princeton, New Jersey: Princeton University Press, 1924.

10

Melvin E. Haggerty, The Evaluation of Higher Institutions, Vol. III. The Educational Program, p. 24. Chicago: University of Chicago Press, 1937.

understand Latin and Greek includes a proficiency in the elements of the language--vocabulary, forms, and syntax.

Twenty-eight colleges specifically consider the ability to read and understand Latin and Greek as an immediate objective. In most instances it is merely implied, and considered rather as a means than an end in itself. The reason for acquiring this ability is to attain to some ultimate goal--literary appreciation, cultural background, or professional preparation. In the secondary school and in the elementary courses in college the emphasis is upon the development of the skills necessary for intelligent reading. But in the majority of college courses this emphasis shifts to a consideration of the work itself, its content and its style, rather than the elements which give it expression. Hence the objective of acquisition of skill in reading classical languages becomes less and less pertinent as the student progresses, and tends to merge with the more inclusive aims commonly referred to as "ultimate aims."

Increased ability to read, speak and write English.-- This objective is recognized by twenty-three colleges in the present study. A wider and richer vocabulary is an obvious result of planned study of derivation, and a comparison of modes of expression in the classical languages and English strengthens the student's mastery of the grammatical constructions useful for speaking and writing correct English. This need not be limited to beginning classes or to the specialized courses in etymology reported above. Prose composition courses should be directed to this end also, in addition to the acquisition of skill in the use of the foreign language. The possibility of such an outcome is expressed by the author of a prose composition text:

Its [the text's] aim is to awaken the student of Latin to a curiosity about language as language and to challenge him to think more carefully about the character of Latin and of his own English by bringing the differences between them into high relief. Even though he may come to college with a goodly equipment of facts of both languages, all too seldom has he been led to think upon the reasons for these facts, to realize the interesting differences in the character of the implements offered by Latin and English for the expression of thought, and to inquire why such differences should exist.¹¹

Increased understanding of those elements in English which are related to Latin.— The value of classical language study for a better understanding of English has been a point of discussion for several decades. Numerous studies were conducted during the course of the Classical Investigation, all of them drawing the conclusion that a knowledge of Latin elements in the English language is an important factor in the accurate use of the vernacular.¹²

Twenty colleges include this objective in their statements of aims. It is the elementary courses which most frequently fulfill this purpose; the description of these courses in most instances emphasizes the bearing of Latin and Greek upon English.

Specific courses have been introduced in thirty-four colleges with this objective alone in view. These courses are open to all students and require no knowledge of Latin or Greek. They are given various titles, such as "Latin and Greek in Current Use,"¹³ "Greek and Latin Elements in English,"¹⁴

¹¹

Marbury B. Ogle, English and Latin, p. vii. New York: Century Company, 1926.

¹²

Advisory Committee of the American Classical League, op. cit., pp. 41-44.

¹³

Catalogue, New York University, 1949-1950, Vol. 49, No. 22, p. 134. New York: The University, 1949.

¹⁴

Catalogue, University of Florida, 1948-1949, Vol. 43, No. 7, p. 299. Gainesville, Florida: The University, 1948.

and "Greek and Latin for Vocabulary Building."¹⁵ Scientific and medical students at twelve colleges have a special opportunity to become acquainted with Greek and Latin terms in their particular fields. Again, no knowledge of the foreign language is required; the primary purpose of the course is a more thorough understanding of the specialized vocabularies of science and medicine.¹⁶

Increased understanding of liturgy and the New Testament.--- Latin is the language of the Catholic Church, and together with Greek is the medium of expression of most of the early Fathers and Doctors.¹⁷ For this reason, Catholic colleges consider the classical department an important means of developing in its students a deeper understanding of the liturgy of the Church and of the tenets explained by its leaders.

A course in liturgical or ecclesiastical Latin is offered by forty of the forty-three Catholic colleges included in this study. Even though no special course were provided, a knowledge of classical Latin would be sufficient to understand the Latin of the Church. All the Catholic colleges offer sufficient courses for a major in Latin, which gives evidence of their attitude in general toward the study of this language.

Greek holds a similar position in church-related colleges of other denominations which provide pre-theological training. Seven colleges include

15

Catalogue, State University of Iowa, 1949, p. 58. Iowa City, Iowa: The University, 1949.

16

E. g. Bulletin, University of Minnesota, 1948-1949, Vol. 51, No. 22, p. 48. Minneapolis, University of Minnesota, 1948.

17

Andrew Neufeld, "The Value of the Classics," The Classics: A Symposium, pp. 167-185. Edited by Felix Kirsch. Milwaukee: Bruce Publishing Company, 1928.

in their classical language department courses in New Testament Greek only, as a preparation for reading the Bible in the original. The courses are designed specifically for students preparing for the ministry.¹⁸

Thus Latin in Catholic colleges and Greek in other denominational institutions have a practical purpose which is of real value in retaining at least something of the prestige of the classical languages in the liberal arts college. It was the monks in the Middle Ages who preserved the ancient classics and made them available to the world; it is the Church today that will preserve the study of the ancient languages, even though other institutions should abandon them entirely.

Development of right attitudes toward social situations.-- In fifteen statements of aims of classical language departments the development of right attitudes toward social situations is recognized. A valuable contribution of classical languages is in its ability to extend students' horizons in time as well as in space. Students can gain from Latin and Greek, properly taught, a concept of a significant, living past, which will enable them to interpret the present in a more intelligent way. Courses in civilization are the primary means of attaining the objective. The reading of classical authors also presents a fertile field for this type of study, if the attitudes and ideals set forth in the writings are discussed in the light of the social conditions which prompted them.¹⁹

Training of teachers.-- Fifteen colleges in the study expressly

18

Catalogue, Anderson College, 1949-1950, Vol. 33, No. 1, p. 102.
Anderson, Indiana: Anderson College, 1949.

19

Advisory Committee of the American Classical League, op. cit.,
p. 67.

state that teacher-preparation is one of their goals. Of this number nine have courses in Latin methods. An additional fifty-five have courses for prospective teachers or offer a teaching major or minor, but do not list such an objective.

This objective should appeal to students who are interested in classical languages but ask "Of what practical value are they?" Although the demand for Latin teachers in the secondary schools is on the decrease, the number of persons competent to fill the vacancies is even less. In a survey of teacher-placement conducted by the Classical Association of the Middle West and South in 1946, nearly every state reported requests for Latin teachers which they were unable to fill. Ohio had twenty-five calls and only one Latin major in 1945.²⁰ Only one student majored in Latin at Southern Illinois University in 1947, and 106 vacancies were reported.²¹ The placement bureau of a large Midwest state university had fifty calls for Latin teachers in 1949, but could fill only two.²²

As a result, many high schools must close their Latin departments, and students have no opportunity to become acquainted with the language.²³ If the faculties of classical language departments would become more aware of this fact they could do much to remedy such a situation by encouraging

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John N. Hough, "Placement of Latin Teachers," Classical Journal, 41 (March, 1946), 284-292.

21

Vera L. Peacock, "An Expanded Foreign Language Program in Teacher Training Institutions," Modern Language Journal, 33 (January, 1949), 31-35.

22

"Latin Teachers Needed," Classical Journal, 45 (November, 1949), 91.

23

Vera L. Peacock, op. cit.

prospective teachers to specialize in classical languages.

Increased ability to learn other foreign languages.-- Only fourteen colleges expressly state that they propose to develop in the students of classical languages an ability to learn other foreign languages. Twenty-one colleges require or at least highly recommend a knowledge of Latin as a necessary background for modern language specialization. Greek is less frequently prescribed, but it is found in ten instances. Many high school Latin teachers are called upon to teach other foreign languages. This is a logical combination, but adequate preparation must be afforded students who are contemplating this profession.²⁴

Improvement in the literary quality of the student's written English.-- This objective is recognized by only seven colleges in the present study. It is one which the committee of the Classical Investigation felt could be attained only through advanced work in college.

The inclusion of Latin and Greek in the list of related studies for English majors in thirty-three colleges implies this objective. Ability to recognize and employ the elements of style found in the classical authors, and acquaintance with literary and mythological allusions are possible outcomes.

Preparation for graduate study.-- The liberal arts college is not merely an end in itself, providing terminal education with the bachelor's degree. It also functions as a means for obtaining the solid, well-founded background which is essential for advanced study and research. This purpose of undergraduate work is taken for granted by most colleges; only five of the fifty-three colleges which list their classical language objectives state that they

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John N. Hough, "Placement of Latin Teachers," Classical Journal, 41 (March, 1946), 284-292.

propose to prepare their students for graduate work or pre-professional training. Since it is a self-evident outcome at least of specialization in the field, the other colleges do not consider it necessary to make special note of it. A particular means of attaining a pre-professional background is afforded in twelve universities through courses in scientific and medical terminology, and in five colleges by a special study of Roman law.

Elementary knowledge of the simpler general principles of language structure.--- Only four of the fifty-three colleges include a knowledge of the general principles of language structure in their statement of objectives for classical languages. It is provided for in thirteen other colleges by a special course in the origin and development of language and is further implied in the courses in etymology.

A knowledge of the general principles which govern language structure leads to a deeper understanding of the universality of the modes of expression employed by various nations and of the historical relationship of Indo-European peoples.²⁵ Such an understanding is valuable more particularly to students interested in linguistics. It can be obtained through the elementary courses, prose composition, and etymology. The similarities and differences between the language being studied and other languages of the Indo-European family must be stressed if the desired outcome is to be obtained. This is especially effective if the student is also studying other languages.

Development of correct mental habits.--- Although Latin and Greek have held a prominent position in the theory of mental discipline, evidence

25

Advisory Committee of the American Classical League, The Classical Investigation, Part I: General Report, p. 72. Princeton: New Jersey: Princeton University Press, 1924.

of a trend away from this objective is seen in the fact that only four colleges assert that their program is designed for the development of correct mental habits. Of these four, all of which are Catholic colleges, two are conducted by the Jesuits, whose Ratio Studiorum is based upon the conviction that true education means "genuine formation of the human faculties rather than on the amassing and learning of facts."²⁶

Ability to apply principles is considered by educational psychologists as a part of a continuous development which begins during the first years of school and increases in complexity throughout the school years.²⁷ Psychological processes listed by Cummins²⁸ as bases of transfer are perceptual patterns, experiences and abilities of an instrumental nature, methods and techniques of work, ideals of behavior, and attitudes. The mere study of a subject does not insure such outcomes. The instructor must make use of methods and procedures which will give the students an insight into these processes.

"A desirable objective should educate, and the classics will educate if the mind is taught to express itself. Such a mind functions properly, and proper functioning is surely a sign of a developed and educated mind."²⁹

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Allan P. Farrell, The Jesuit Code of Liberal Education, p. 402. Milwaukee: Bruce Publishing Company, 1938.

²⁷

Robert A. Davis, Educational Psychology, p. 207. New York: McGraw Hill Book Company, Inc., 1948.

²⁸

W. D. Cummins, Principles of Educational Psychology, pp. 435-439. New York: Ronald Press Company, 1937.

²⁹

Francis P. Donnelly, Principles of Jesuit Education in Practice, p. 30. New York: P. J. Kennedy and Sons, 1934.

Summary

The formulation of objectives is an essential phase in the organization of the college as a whole and of individual departments within the institution. The aims of the various fields of study are in most instances specific, but they must contribute their share toward the attainment of the general objectives proposed for the entire instructional program.

Ten objectives for the study of Latin were recommended in the Classical Investigation. Although the survey was directed toward high school Latin, the committee itself pointed out that many of the objectives would be developed fully only in the college course. Furthermore, the study of Greek was not included in the Classical Investigation for lack of time and funds, but the aims proposed are valid for Greek as well as Latin. Three additional aims not included in the Classical Investigation's list are found in statements of objectives in college catalogues.

Only fifty-three of the 160 colleges in this study offering Latin and Greek outline their aims for the classical language department in the college catalogues. The purposes of classical language instruction are implied in the other institutions by the program of study offered in the department, but they have failed to state their aims specifically.

The development of an historical and cultural background has more weight with classical language faculties than any of the other objectives. It is included in the statement of aims of thirty-eight of the fifty-three colleges. Another aspect is the development of correct attitudes toward social situations, recognized by fifteen institutions. Although the two aims are discussed as separate outcomes by the Classical Investigation, the many considerations

they have in common make it possible to combine them. Emphasis on this phase of instruction is the outcome of the movement in general education, and has advanced through the introduction of new courses and textbooks. The courses in culture or civilization, open to all students and requiring no knowledge of the foreign language, are more comprehensive than the traditional ancient history course. They include a study of literature, art and archeology, history, and political theories. Other courses which contribute to the fulfillment of this aim are mythology, literature in translation, specific courses in archeology, and reading and literature courses in the original language.

The next most prevalent objective, found in thirty-four instances, is development of literary appreciation. It is attained primarily in reading and literature courses, principally in the original language, but supplemented by reading in translation. This objective places emphasis upon what the author has to say and the stylistic characteristics employed in saying it.

The primary immediate objective of classical language study formulated by the Classical Investigation is an increased ability to read and understand Latin and Greek. Twenty-eight colleges list this aim. Since it is the basic, underlying principle of all study, it is implied by the other colleges. The emphasis on the ability to read and understand Latin and Greek changes in the course of the program to a literary appreciation of the masterpieces, hence this aim may be considered rather a means to the attainment of other ultimate objectives.

The value of Latin in a better understanding and use of English is asserted in three of the ten objectives--increased understanding of Latin and

Greek elements in English, increased ability to read, speak and write English, and improvement in the literary quality of the student's written English. The first two are considered essential by more than twenty colleges, and are provided for especially by courses in etymology, requiring no knowledge of Latin or Greek. Further opportunity is afforded in prose composition and reading, if a conscious effort is made by the instructor to develop these outcomes. The third aim, improvement in literary quality of written English, is less tangible than the preceding two and is recognized by only seven colleges.

A specific objective of the classical language department is met in church-related colleges. Latin, the official language of the Catholic Church, is considered of great value in developing a deeper understanding of the liturgy and the writings of the Fathers and Doctors of the Church. Greek is the language more frequently required by colleges of other denominations. An ability to read the New Testament in the original language is required of theological students and is frequently recommended for all.

A purpose of classical language instruction which is applicable to college Latin study alone is preparation for teaching. Scarcity of Latin teachers in the high school has made it necessary to discontinue the Latin department in many instances. Hence, students are deprived of the opportunity of becoming acquainted with the language, resulting in a decreased enrollment in college. This function of classical language study could be given more prominence by classics instructors.

Latin and Greek are helpful not only to English, but to modern foreign languages as well. Only fourteen colleges list this objective, but twenty-one require or highly recommend the study of Latin and Greek for modern

language majors. A combination of Latin and a modern foreign language is frequently requested of high school teachers. Integration of modern and classical languages in college study prepares prospective teachers for such an assignment.

As a preparation for graduate work, classical languages fulfill two purposes. They may be the background for advanced study and research in the field itself, or they may serve as auxiliaries to other fields, particularly science, medicine, and law.

An elementary knowledge of the general principles of language structure is of importance to students interested in linguistics principally. This objective is recognized by four colleges in their statement of aims and by four additional institutions through provision of a course in the development of language. Courses in etymology and in prose composition are also means of attaining a knowledge of language structure.

The objective concerned with the development of mental habits is recognized by only four colleges, all of them Catholic institutions. Perceptual patterns, experiences and abilities of an instrumental nature, methods and techniques of work are recognized by psychologists as bases of transfer. It is necessary, however, that the instructor make a conscious effort to develop these factors and to bring the attention of the student to their value.

Thus, the study of classical languages in college proposes to give the student cultural and literary appreciation, development of skills in classical languages, English, and modern foreign languages, an understanding of Latin and Greek in the liturgy, and preparation for teaching and for graduate work.

CHAPTER V

ORGANIZATION AND ADMINISTRATION OF THE CLASSICAL CURRICULUM IN THE LIBERAL ARTS COLLEGE

The organization of a classics department in a liberal arts college involves regulations concerning prerequisites, contributions to the general education program of the Lower Division of the college, specialization, and coordination with allied departments.

The purpose of this chapter is to determine (1) the extent to which Latin is required for college entrance and for graduation; (2) the per cent of institutions which accept credits in Latin and Greek in fulfillment of the foreign language requirement; (3) the number of colleges offering majors or minors in Latin or Greek, or in a combination of the two; (4) requirements for specialization in terms of prerequisites, number of credits in the field of concentration, and prescribed courses; and (5) opportunities for students in other fields to elect courses in the classics department without a knowledge of the ancient languages.

Prerequisite High School Units in Latin

While Latin was an absolute requirement for college entrance in the seventeenth century, its status has changed gradually, so that in 1949 only eight per cent of the colleges in this investigation require some Latin for entrance. Factors discussed in Chapter III have effected a decided change in the status of classical languages, so that studies of entrance requirements during the past three decades substantiate the theory that Latin and Greek

have lost their prestige as necessary attainments for a cultured, well-educated person.

Statistical reports of Latin and Greek entrance requirements.--- As early as 1917 Eliot reported the changing attitude of educators toward classical language study. An investigation of seventy-six selected universities and colleges in America revealed that for the A. B. degree, thirty-eight colleges required no Latin or Greek either for entrance or in college; nine required some Latin for admission but none in college; two required no Latin or Greek for admission, but a small amount of a classical language in college. Twenty-two of the seventy-six institutions were still requiring some Latin for admission and some in college and five were requiring both Latin and Greek.¹ Even the forty-seven per cent of American colleges which were requiring Latin for admission in 1917 followed the trend which Eliot had foreseen, so that in 1922 the number had decreased to twenty-four per cent,² and in 1945, to thirteen per cent.³

Eight Year Study.--- An investigation which has had a marked effect upon college entrance requirements was carried on by the Commission on the Relation of School and College appointed by the Progressive Education Association in 1930. The commission began its work on the assumption that the relation of school and college was unsatisfactory to both institutions, particularly to the

¹
Charles W. Eliot, Latin and the A. B. Degree, pp. 4-5. New York: General Education Board, 1917.

²
H. C. McKown, The Trend of College Entrance Requirements, p. 99. United States Bureau of Education Bulletin No. 25, 1929. Washington: Government Printing Office, 1937.

³
Benjamin Fine, Admission to American Colleges, p. 3. New York: Harper and Brothers, 1946.

high school. What the colleges prescribed for admission determined to a large extent the curriculum of the secondary school. This was particularly true in the small high school where it was necessary to limit the number of subjects offered. Inasmuch as sixty per cent of all high school students were enrolled in schools of two hundred or less, the influence of college prescription was apparent. Even in larger city schools where there was a wide range of fields of study, the majority of students elected college preparatory courses merely because it was the "traditional thing to do."⁴

The Commission consequently set out to determine the value of so-called "college preparatory subjects" in fitting a student for higher education. Thirty high schools participated in the experiment, and about three hundred American colleges and universities agreed to accept graduates of these schools regardless of the course of study which they had pursued.⁵ An intensive study of the college work of these experimental students in twenty-five selected colleges demonstrated that the graduates of the thirty schools were rated consistently higher in academic achievement, intellectual skills, and group and individual activities than the control group which had been set up.⁶ Although the differences were admitted to be small, the members of the Commission reached a definite conclusion that the conventional unit requirement for admission to college fails to disclose the fitness of all students for college. They challenged the colleges to reconsider their admission

⁴ Wilford M. Aiken, The Story of the Eight-Year Study, p. 11. New York: Harper and Brothers, 1942.

⁵ Dean Chamberlain et al., Did They Succeed in College?, p. 1. New York: Harper and Brothers, 1942.

⁶ Ibid., pp. 207-208.

policies:

If colleges want students of sound scholarship with vital interests, students who have developed effective and objective habits of thinking, and who yet maintain a healthy orientation toward their fellows, then they will encourage the already obvious trend away from restrictions which tend to inhibit departures or deviations from the conventional curriculum patterns.⁷

The Commission on the Relation of School and College was not alone in studying this problem, which was becoming a critical one. Individual educators investigated conditions in their own areas and in most instances reached the same conclusions. In 1931 the entrance requirements of the University of Oregon consisted of a designated number of credits in specific fields. But a comparison of college records disclosed that such entrance requirements contributed practically nothing to the differentiation of good from poor college risks.⁸

In at least one instance Latin was singled out as one preparatory subject which contributed to success in college. Sorenson studied the relationship between units of Latin taken in high school and college achievement at Northwestern University in 1928. Students were grouped in the four quarters of intelligence as measured by the Scott Mental Alertness Test.⁹ Data indicated rather conclusively that the percentage of students making superior college marks increases slightly with the number of years credit in high school Latin,

⁷
Ibid., p. 175.

⁸
Harl D. Douglass, The Relation of High School Preparation and Certain Other Factors to Academic Success at the University of Oregon, p. 56. University of Oregon Publication, Educational Series, September, 1931.

⁹
Herbert Sorenson, "High School Subjects as Conditioners of College Success: Implications and Theories Concerning Mental Factors and Faculties," Journal of Educational Research, 19 (April, 1929), 241.

regardless of the level of intelligence.¹⁰ This finding is not valid for all students, however, since a study of the records of one thousand students who entered the University of Minnesota in September, 1933, indicated little difference in the achievement of Latin students and non-Latin students in college.¹¹

Such findings lead educators to doubt seriously the importance of specific subject requirements for college preparation:

The assumption that college success depends upon pursuing prescribed subjects in high school cannot longer be accepted by thinking people... The college is obligated to respect the studies which have been made on college-entrance requirements or to propose and conduct alternative studies in harmony with the goals of college success and the goals of a secondary school in a democracy.¹²

Entrance requirements at specific institutions.-- The recommendations of the Eight Year study have been acted upon in many instances, as is demonstrated in Table 2, which summarizes the foreign language requirements for admission to the 186 colleges included in this study. For purposes of comparison the colleges are grouped as state and municipal colleges, Catholic colleges, and private non-Catholic colleges. The reason for this grouping has been implied in the foregoing discussion: tax-supported institutions are not usually selective, therefore they must base their requirements upon the standard curriculum of the public secondary schools; Catholic colleges recruit students particularly from Catholic secondary schools, and since Latin, the language of the Catholic Church, has been retained in the curriculum of almost

¹⁰

Ibid., p. 253.

¹¹

Mary E. Smith and Harl D. Douglass, "Relation of High School Latin to Marks in the First Year of Arts College," School Review, 45 (November, 1937), 695-701.

¹²

J. Paul Leonard, "Facing the Evidence in College Entrance Requirements," School Review, 53 (June, 1945), 327-335.

TABLE 2

FOREIGN LANGUAGE REQUIREMENTS FOR ENTRANCE IN
186 LIBERAL ARTS COLLEGES AS STATED IN 1948-1949 CATALOGUES

	Tax-Supported Colleges	Catholic Colleges	Private Non-Catholic Colleges	Total
No specific pattern of subject required	10	1	25	36
No foreign language required	21	11	38	70
Two-years foreign language required	9	13	31	53
Three or more years foreign language required	1	5	7	13
Two years Latin or Greek required for B.A. degree	0	6	1	7
Three or four years Latin or Greek required for B. A. degree	0	7	0	7
TOTAL	41	43	102	186

all Catholic high schools, the colleges can be more specific in their demands for classical language preparation. The remaining group is a selective one, but one which must usually rely upon public schools for its student body. Whether or not Latin and Greek are required depends solely upon the policy of each individual college.

The colleges of Michigan formed an agreement in 1939 to admit all graduates of specified high schools in the years 1940 through 1950, without reference to the pattern of subjects pursued. The only condition was that the candidates be from among the more able students in the graduating class.¹³ In 1946 this agreement was revised and extended to include any approved secondary school in Michigan which desired to participate, and no time limit was placed on the agreement.¹⁴ Any college may withdraw from the agreement if the arrangement does not prove satisfactory. There is also a provision that prerequisite requirements for scientific and technical courses and curricula be recognized, making the agreement more acceptable to professional colleges.¹⁵

The University of Michigan and Calvin College make no mention of this agreement in their announcements for 1948-1949, and prescribe fifteen units with major and minor sequences.¹⁶ Marygrove College and Alma College,

¹³ Emil Leffler, "The Michigan College Agreement," College and University, 24 (January, 1949), 231-233.

¹⁴ Leon S. Waskin, "The Michigan Secondary School-College Agreement," Bulletin of the National Association of Secondary-School Principals, 33 (January, 1949), 49-64.

¹⁵ W. M. Atkinson, "College-High School Agreement in Michigan," School and Society, 65 (February 22, 1947), 144-145.

¹⁶ Announcement, College of Literature, Science and the Arts, University of Michigan, 1948-1949. Vol. 50, No. 80, Sec. II, p. 7. Ann Arbor, Michigan: University of Michigan, 1949.

Catalogue, Calvin College, 1948-1949, p. 14. Grand Rapids, Michigan: Calvin College, 1948.

however, state that Michigan students are accepted according to the Michigan college agreement, although other students must present prescribed credits in four or five groups, one of which is foreign languages.¹⁷ Wayne University has no specific requirements for anyone seeking admission.¹⁸

The University of California, which holds the unique position of sole accrediting agency of all California high schools, invited the secondary schools in 1947 to submit experimental programs to test various arrangements of subject matter of college preparation. Four such experiments are in operation in 1949. The most comprehensive of these is a five-year program (1949-1953) by which graduates of junior colleges who have completed with satisfactory grades the requirements for junior standing at the University may be admitted without reference to their high school programs.¹⁹

Thirty-five of the colleges included in this study have no specific entrance requirements, although fifteen of these institutions recommend or at least suggest that certain subjects, including foreign languages, be pursued in high school. An additional seventy colleges require fifteen high school units for entrance, but allow free election of these units with the exception of English, which is usually prescribed. Most of the state colleges and universities are in this group. This can be explained by the fact that these institutions are required by state law to accept all graduates of the approved high

17

Catalogue, Marygrove College, 1948-1949. Vol. 38, No. 1, p. 64. Detroit, Michigan: Marygrove College, January, 1947.

Catalogue, Alma College, 1949-1950, Vol. 45, No. 5, p. 6. Alma Michigan: Alma College, 1949.

18

Catalogue, Wayne University, 1949-1950. Vol. 27, No. 2, p. 22. Detroit, Michigan: Wayne University, 1949.

19

Herman A. Spindt, "The Public High Schools and the University," California Journal of Secondary Education, 24 (January, 1949), 9-14.

schools of the state.²⁰ Even here there is usually some subject pattern, as is indicated by the following statement of the University of Kansas:

The laws of the state of Kansas provide that "any person who shall complete a four-year course of study in any high school accredited by the state superintendent shall be entitled to admission to the freshman class of the state university, the state college of agriculture and applied science or any other of the state colleges, on presenting a statement containing a transcript of his high-school record signed by the principal of the school and certifying that such person has satisfactorily completed said course of study."

While the student who does not choose his high-school courses with a view to laying a good foundation for college work may gain entrance to the University, he need not be surprised to find that he must take work in the University which he might have taken in high school. He is thus handicapped. If the high school student knows that he is going to the University, and has a fairly definite idea of the course he wishes to pursue, it is generally to his advantage to choose high-school studies that will lay a good foundation for later work.²¹

In 1940 Cowley predicted that the unit system would soon be a thing of the past.²² In contrast to the thirty-five colleges which have set aside specific requirements, one hundred and fifty colleges still insist upon at least fifteen units of college preparation, and of this group eighty require two or more years of a foreign language, either classical or modern.

Several colleges which formerly prescribed Latin or Greek have broadened their foreign language requirement within the last decade to include modern languages. Three colleges in this study have dropped the Latin

20

Paul P. Boyd, "Individual Differences and the Tax-Supported College of Liberal Arts," Educational Record, 20 (April, 1939), 191-199.

21

Catalogue, University of Kansas, 1948-1949. Vol. 49, No. 17, p. 18. Lawrence, Kansas: The University, September, 1948.

22

William H. Cowley, "Current College Admissions Situation," Education Record, Supplement No. 13, 21 (January, 1940), 34-46.

requirement since 1941.²³ Fourteen of the colleges, about eight per cent, require from two to four years of high school Latin for the Bachelor of Arts degree. Four of these institutions offer a Bachelor of Science degree for students who present no Latin for admission. Four others afford their students the opportunity to make up the Latin deficiency with college credit; only one requires that the deficiency be made up without college credit.

It is the Catholic colleges particularly which have retained the Latin entrance requirement. This can be explained by the fact that Latin plays an important part in the life of every Catholic. For this reason it has held its position more firmly in the Catholic secondary school than in the public high school. Hence colleges which draw upon these high schools may expect their candidates to be able to comply with their language requirements. Even in such instances provision is made for students who do not study Latin in high school, either by granting them the Bachelor of Science degree or by giving them an opportunity to make up the deficiency with college credit.

The trend away from language requirements, particularly in classical languages, is evident in the admission plans adopted within the past decade by numerous colleges, whereby no specified subject requirements are made, units may be chosen freely from a group of specified subjects, or patterns of required

23

William W. Hinckley, Handbook of College Entrance Requirements. United States Office of Education Bulletin 1941, No. 13, pp. 56-77.

Catalogue, Notre Dame College of Maryland, 1948-1949, p. 34. Baltimore; Maryland: Notre Dame College of Maryland, 1948.

Catalogue, College of St. Teresa, 1948-1949, Vol. 30, No. 2, p. 17. Winona, Minnesota: College of St. Teresa, 1948.

Catalogue, St. Michael's College, 1949-1950, p. 19. Winooski Park, Vermont: St. Michael's College, 1949.

subjects do not include foreign language. Even when foreign languages are required, the prevalent practice is to accept any foreign language, ancient or modern; the relatively few colleges still requiring Latin offer alternatives which enable a student to enter the college without the prescribed Latin units.

Requirements in Classical Languages for the Bachelor of Arts Degree

The trends in entrance requirements noted in the previous section have influenced college foreign language requirements in general, and classical languages in particular. In accordance with the attempts to effect greater coordination between high school and college, fifty per cent of the colleges in this study permit high school units to apply toward the college foreign language requirement, provided the same language is continued in college. This may tend to increase enrollments in classical languages, since many students study only Latin in high school. Although Latin and Greek may be offered in fulfillment of the foreign language requirement in eighty-nine per cent of the colleges, they are required for the Bachelor of Arts degree in only thirteen per cent, and in most instances an alternate degree, without classical languages, is available.

Foreign language requirements.— Until recent years foreign language study has been carried on in college with little or no reference to the high school work completed. If a student continued in college a language begun in high school, he enrolled in the course for which his previous training had prepared him. This preparation was expressed in terms of "units," two units of high school study being equivalent to a one-year college course. However,

there was no requirement that a student continue a language already begun, and regardless of the high school language units he presented, he must earn a specific number of credits in college, usually twelve semester hours.

This policy is still in vogue in many colleges, but a decided trend away from unconditional prescription is apparent. There have been much discussion and study of the problem of coordination between high school and college within the past decades. As was pointed out earlier in this chapter,²⁴ the original purpose of the Eight Year Study was to investigate relations between secondary and higher education. The Michigan Agreement is also concerned with this problem, and although most of the activities of such groups are directed toward entrance requirements, their influence can be seen in recent curricular revisions in the college itself.

The primary objective of foreign language study for most students is a reading knowledge of the language. Seventy-one colleges, almost half of the institutions investigated, recognize the contribution of high school study toward attainment of this objective and consequently apply such units toward the college language requirement. Two high school units are equivalent to six semester hours in college. Eleven colleges require students to pass a proficiency examination to be granted the language exemption. This examination may be taken at entrance or at the end of any semester. Hence, the amount of language study a student must complete in college depends upon his previous training, ability, and industry.

Eighteen of the seventy-one colleges which apply high school units toward the foreign language requirement do not consider the completion of an

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See page 72.

intermediate course as sufficient training for proficiency in the language. Their requirements range from eighteen to twenty-four semester hours.

For students presenting two high school units, the number of courses necessary to satisfy the eighteen-credit requirement is identical with the former prescription of twelve credits with no reference to high school preparation. There is an important difference in the actual amount of work accomplished, however, since the twelve-credit requirement could be satisfied by the elementary and intermediate courses, while the new plan calls for the completion of at least one advanced course. This will afford students a fuller knowledge of the language on the one hand, and will encourage foreign language study in high school on the other. This latter aim is at least implied in statements.

Six colleges have introduced the new language regulations with limitations. At two state colleges ²⁵ and four private colleges, ²⁶ at least one year (six semester hours) of a foreign language must be taken in college, regardless of the number of high school units presented. This may indicate an attempt on the part of the colleges to prevent a decided decline in foreign language enrollment, which will be the obvious result of the new trend unless requirements are raised. The plan has much in its favor, in that it will

25

Catalogue, University of South Dakota, 1949-1950. Series 49, No. 1, p. 63. Vermillion, South Dakota: The University, 1949.

Catalogue, Mary Washington College, 1949-1950, Vol. 35, No. 2, p. 65. Fredericksburg, Virginia: Mary Washington College, 1949.

26

Catalogue, Belhaven College, 1949-1950, Vol. 57, No. 1, p. 38. Jackson, Mississippi: Belhaven College, 1949.

Catalogue, Hanover College, 1948-1949, Vol. 41, No. 12, p. 23. Hanover, Indiana: Hanover College, 1949.

Catalogue, Union College, 1949-1950, Vol. 11, No. 2, p. 43. Barbourville, Kentucky; Union College, 1949.

Catalogue, St. Mary's College, 1949-1951, p. 11. Xavier, Kansas: St. Mary's College, 1949.

encourage students to continue advanced work in one language rather than attain a limited knowledge of two or more. But it will also allow many students with high school language preparation to earn a degree with little or no college training in languages.

One implication should be of special interest to teachers in the classical departments. Since Latin satisfies the college language requirement in many institutions, there may be a greater tendency for students to continue this study in college when their high school units are recognized, rather than begin another language in which they have no previous training. Many colleges are preparing for such a trend by including in their classical language departments courses adapted for students with only two years of high school Latin.²⁷

Only five of the selected colleges specify that a modern language must be studied to satisfy the foreign language requirement.²⁸ In addition there are sixteen colleges which offer no Latin or Greek. With the exception of these institutions, opportunities are afforded all students to elect Latin or Greek as a part of the prescribed curriculum for the Bachelor of Arts degree.

Classical Language requirements.— Seven colleges still maintain that classical languages are necessary for a true liberal arts course. A Catholic eastern college for women, Notre Dame of Maryland, is a typical

27

E.g., Catalogue, Missouri Valley College, 1949-1950, p. 119. Marshall, Missouri: Missouri Valley College, 1949.

28

E.g., Catalogue, Lenoir Rhyne College, 1949, Vol. 39, No. 1, p. 33. Hickory, North Carolina: Lenoir Rhyne College, 1949.

example of this classical tradition. All students must complete twelve hours of Latin; high school units are accepted toward this requirement. In addition eight hours of Greek or science are prescribed.²⁹ Four other Catholic colleges stress Latin to the exclusion of Greek,³⁰ while New Rochelle College in New York and Calvin College in Michigan permit either Latin or Greek to satisfy the "ancient language" requirement.³¹

Alternatives for classical language prescription.— All the colleges mentioned above confer only the Bachelor of Arts degree, and hence offer the same general education curriculum for all. Other colleges permit some freedom either by conferring other degrees upon those who do not elect classical subjects, or by allowing choice within certain groups. Fourteen colleges in this study provide the first alternative. The degree given is usually the Bachelor of Science degree, with a major in any field; Nazareth College in Kentucky has introduced the degree of Bachelor of Science in General Education for this purpose.³²

29

Catalogue, College of Notre Dame of Maryland, 1948-1949, p. 43.
Baltimore, Maryland: College of Notre Dame, 1948.

30

Catalogue, Seton Hill College, 1948-1949, Vol. 30, No. 1, p. 29.
Greensburg, Pennsylvania: Seton Hill College, 1948.

Catalogue, Georgian Court College, 1948-1949, p. 28. Lakewood,
New Jersey: Georgian Court College, 1948.

Bulletin, College of St. Teresa, 1949-1950, Vol. 32, p. 16.
Kansas City: College of St. Teresa, 1949.

Catalogue, St. Norbert College, 1948-1949, Vol. 46, No. 2, p. 49.
West De Pere, Wisconsin: St. Norbert College, 1948.

31

Catalogue, College of New Rochelle, 1948-1949, p. 19 New
Rochelle, New York: College of New Rochelle, 1948.

Catalogue, Calvin College, 1948-1949, p. 29. Grand Rapids:
Calvin College, 1948.

32

Catalogue, Nazareth College, 1948-1950, p. 19. Louisville,
Kentucky: Nazareth College, 1948.

Further choice is permitted in some colleges to those who have elected the classical curriculum for the Bachelor of Arts degree. Yale's Standard Program calls for ancient language study in college. The students may meet this requirement by one advanced course in Latin or Greek or by a year's course in classical civilization--political theories, history, or literature in translation.³³ A similar practice is enforced at Converse College in South Carolina, and Washington University in St. Louis, where students may meet a six-hour classics requirement by courses in language, ancient history, classical civilization, or history of philosophy.³⁴

It is Greek which more frequently admits of an alternative. Fordham University and Canisius College in New York, and Creighton University in Nebraska, all prescribe in their Arts curriculum from fourteen to twenty hours of Latin, and from eight to sixteen hours of Greek or a substitute; in the two New York institutions the alternative is mathematics,³⁵ at Creighton it is a modern language.³⁶ Immaculata College in Pennsylvania, and Southwestern at Memphis allow the choice of six hours of classical languages or mathematics

33

William C. Devane, "The New Program in Yale College," Journal of Higher Education, 18 (April, 1947), 189-193.

34

Catalogue, Converse College, 1949-1950, Vol. 60, No. 1, p. 42. Spartanburg, South Carolina: Converse College, 1949.

Bulletin, Washington University, 1949-1950, Vol. 47, No. 4, p. 78. St. Louis: Washington University, 1949.

35

Bulletin, Fordham University, 1948-1949, p. 89. New York: Fordham University, 1948.

Catalogue, Canisius College, 1948-1949, Vol. 73, No. 2, p. 33. Buffalo, New York: Canisius College, 1948.

36

Bulletin, Creighton University, 1948-1949, Vol. 40, No. 4, p. 44. Omaha, Nebraska: Creighton University, 1948.

for all students,³⁷ and Princeton's requirement is "a reading proficiency in an ancient or modern language or proficiency in mathematics."³⁸ This combination of classical languages and mathematics is suggestive of the age-old tradition that languages and mathematics are disciplinary subjects and are important in the training of the mind.

New York University provides further choice by grouping classics, mathematics and science, two of which must be studied for at least two semesters each.³⁹ Here again, the student must select at least one of the so-called disciplinary subjects. Another factor is implied in this combination. Two of the three basic areas of knowledge are represented, Humanities and Natural Science. The student must of necessity choose one subject in the Natural Science group--mathematics or science. Since the Humanities are dealt with in prescribed courses in English, and Social Sciences by specific course requirements, the student is assured a balanced distribution in the General Culture field. To afford the student intensive as well as extensive knowledge in at least one of these areas, the further requirement of a second course in the classics-mathematics-science group is made.

A similar plan has been adopted at Hunter College in New York, where it is expressed in even more specific terms. Every student must choose one of

37

Catalogue, Immaculata College, 1948-1949, p. 30. Immaculata, Pennsylvania: Immaculata College, 1948.

Bulletin, Southwestern College at Memphis, 1949-1950, Vol. 36, No. 2, p. 34. Memphis, Tennessee: The College, 1949.

38

Robert K. Root, "Princeton's New Curriculum," Journal of Higher Education, 18 (January, 1947), 13-17.

39

Catalogue, Washington Square College of New York University, 1949-1950, Vol. 49, No. 22, p. 32. New York: New York University, 1949.

four groups of prescribed courses for her freshman and sophomore years. This choice does not necessarily have a bearing upon the field which she will later choose for her major. In the language area, a classical and a modern language are prescribed; in the science area the language must be modern; in the social science and fine arts areas either a classical or a modern language suffices.⁴⁰

Somewhat unusual combinations are offered at two Catholic colleges for women. Our Lady of the Lake College in Texas requires six hours of Latin, Greek, mathematics or philosophy,⁴¹ while Mary Manse College in Ohio prescribes the same number of hours in Latin, mathematics, music or fine arts.⁴² Since philosophy, music, and fine arts are usually considered as belonging to the Humanities group, together with languages and literature, this may account for the alternatives offered.

Intensive classical programs.— Three colleges have inaugurated special programs to encourage advanced study in the classics. Xavier University in Ohio and Davidson College in North Carolina require twelve hours of either Latin or Greek in one Arts curriculum, but twelve hours of each language in the other. At the former institution the two courses lead to different degrees—the Bachelor of Arts and the Bachelor of Literature;⁴³ the latter

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Catalogue, Hunter College, 1948-1949, Series 48, No. 3, p. 44.
New York: Hunter College, 1948.

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Catalogue, Our Lady of the Lake College, 1948-1949, Vol. 25, No. 2, p. 34. San Antonio, Texas: Our Lady of the Lake College, 1948.

⁴²

Catalogue, Mary Manse College, 1949-1950, Vol. 27, No. 2, p. 24.
Toledo, Ohio: Mary Manse College, 1949.

⁴³

Catalogue, Xavier University, 1948-1949, Vol. 31, No. 2, pp. 73-74. Cincinnati, Ohio: Xavier University, 1948.

college makes the distinction by designating the degrees Bachelor of Arts 1 and Bachelor of Arts 2.⁴⁴ It is the Bachelor of Literature course at Xavier and the Bachelor of Arts 1 at Davidson which include both Latin and Greek. Boston College in Massachusetts, like Xavier University, a Jesuit institution, places special emphasis upon the study of Greek. Two years of Latin are prescribed for all candidates for the Bachelor of Arts degree. Those who wish to obtain the Bachelor of Arts with Honors must pursue two or three years of Greek, depending upon their high school preparation. Another degree, the Bachelor of Arts with Greek, is available for those whose scholastic standing does not make them eligible for honors.⁴⁵

In expressing its preference for the Bachelor of Arts degrees Davidson College reiterates the tenets of classical scholars that the foundations of modern culture and civilization have their roots deep in the culture of Greece and Rome:

Davidson College offers four fairly clear-cut courses, any one of which will give a student a good cultural education. We would suggest to students who are undecided about their life's vocation that they select that course which most nearly prepares them for some field toward which they have a leaning. If they change their line of work they can, without serious loss of time, change their preparatory work to suit. We would suggest to such students that the A. B. 1 course is probably the best course to select for general culture, from which, as a basis, almost any line of further study can well "take off." This is the classical course and it has been the college course of many of the leaders in every vocation of life.⁴⁶

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Catalogue, Davidson College, 1949, Vol. 48, No. 4, p. 38.
Davidson, North Carolina: Davidson College, 1949.

⁴⁵

Catalogue, Boston College, 1948-1949, Vol. 20, No. 11, pp. 48-49. Newton, Massachusetts: Boston College, 1948.

⁴⁶

Catalogue, Davidson College, 1949, Vol. 48, No. 4, p. 32.
Davidson, North Carolina: Davidson College, 1949.

To summarize foreign language requirements for graduation, a recent trend is noted in fifty per cent of the colleges in this study whereby high school units in a foreign language may be applied toward the college requirement, provided the same language is continued in college. The goal is a reading knowledge of the foreign language rather than a specific number of credits. This policy will insure a proficiency in at least one language if it is not put into practice without limitations. Classical language instructors should be alert to this trend, which may tend to increase classical language study, since many students still present only Latin as their high school foreign language.

Classical language requirements do not present so favorable a picture. Only thirteen per cent of the colleges in this study require Latin or Greek for the Bachelor of Arts degree, and in most instances an alternate degree is available for students who do not wish to study Latin or Greek. The classical languages are included in group requirements in an additional ten per cent of the colleges.

Specialization in Classical Languages and Literature

When the student has completed the program of General Education in the first two years of college, he normally selects a field of particular interest to which he will devote the major portion of his time in the junior and senior years. This concentration has the specific aim in most instances of preparing the student for his life work, or of giving him the necessary background for continued study and research in a graduate or professional school.

General requirements regarding specialization.-- The terminology usually employed to describe this program of specialization is "a major and

one or two minors." Minors may or may not be related to the subject-field of the major, depending upon the interests of the student and the recommendations of his advisor. There is an increasing tendency to designate this section of the course of studies as "field or area of concentration," including the major subject and related minors. In a few colleges, such as Rosemont College in Pennsylvania,⁴⁷ and the University of Colorado,⁴⁸ the number of credits required in the field of specialization includes both the major and related subjects, with no specific amount of work prescribed in any one of these departments. Illinois College⁴⁹ allows even more freedom in planning individual programs. No general prescription is made as to the number of hours to be devoted to specialized study. The major department outlines the sequence of courses which will be most adapted to the preparation and the needs of each student.

While it is not the general policy of colleges employing the "major-minor" type of specialization to specify what subjects should be pursued as a minor, the "area of concentration" implies that this work should be in fields related to the major. The term "minor" has been replaced in forty-five colleges by the designation "related studies." In six of the institutions these subjects are specifically prescribed; the other thirty-nine leave the selection to the student and his advisor.

Concentration in Latin.--- Provisions for the study of Latin are

⁴⁷
Catalogue, Rosemont College, 1948, p. 15. Rosemont, Pennsylvania: Rosemont College, 1948.

⁴⁸
Bulletin, University of Colorado, 1949-1950, Vol. 49, No. 2, p. 30. Boulder, Colorado: The University, 1949.

⁴⁹
Bulletin, Illinois College, 1948-1950, Vol. 36, No. 1, p. 41. Jacksonville, Illinois: Illinois College, 1948.

summarized in Table 3. Specialization in Latin is possible in at least 137 colleges included in this study. Nine others designate the major field as "Classics," with required courses in the two ancient languages, although a greater proportion of the work is in Latin.

The most common requirement for a major in terms of credits is twenty-four semester hours. However, the prerequisites vary considerably, so that the total amount of training in the field ranges from twenty-four or twenty-six semester hours including the elementary courses in eleven colleges to thirty semester hours in Upper Level courses at one university. Of the colleges which do not allow elementary-course credits to be applied toward the major, it is found that there is equal division between those institutions with a four-year high school prerequisite, and those with a two-year high school prerequisite. Apparently colleges are becoming more aware of the necessity of adapting their programs to the preliminary training of their students. Classical language departments are recognizing the fact that many high schools are offering only two years of Latin. Two or three decades ago almost any college could expect candidates for a Latin major to have a background of four years study before entering college. This is not the situation at present, hence if department heads wish to encourage advanced study in classical languages they must coordinate their programs with those of the secondary schools. Most of the colleges which require four years of high school preparation have also made provision for deficiencies by offering the equivalent of these high school courses, with the limitation, however, that such credits may not be applied toward the major requirement. Only nine colleges offer courses of advanced nature alone, that is, beyond the equivalent of four high school

TABLE 3

OPPORTUNITIES FOR THE STUDY OF LATIN
IN 186 LIBERAL ARTS COLLEGES

	Tax-Supported Colleges	Catholic Colleges	Private Non-Catholic Colleges	Total
No Latin Department	7	0	12	19
Insufficient courses for specialization	3	0	17	20
Specialization in Classical Languages but not in Latin alone	3	0	7	10
Specialization in Latin	28	43	66	137
TOTAL	41	43	102	186

units. All of these colleges except one, Middlebury College, are Catholic institutions. Sixteen other colleges offer no elementary courses, but have special courses equivalent to the third and fourth year high school classes.

A number of institutions have more stringent regulations than the usual twenty-four hours. Thirty hours beyond two high school units are required at sixteen colleges and thirty hours beyond four high school units at eighteen other colleges. Thirty-six hours beyond high school study are the prescription at seven institutions.

The requirement in all the above colleges may be met by courses in the Lower Division as well as at the Upper Level. Nine colleges specify Upper Division courses for the major, with the implication that a certain number of Lower Division courses will be pursued as prerequisites. These Upper Division requirements range from eighteen to thirty semester hours.

Most of the state colleges and universities are included in the group requiring only two high school units of preparation. The Catholic colleges for the most part expect the four-year prerequisite, while the private institutions are rather evenly distributed between both groups. This is in accordance with the policies of the specific types of institutions regarding entrance requirements, and indicates a tendency to relieve the high school of the obligation of preparing students for advanced college work in the classics.

Specific courses required for the Latin major.— Although the program of concentration is usually planned by the advisor to meet the special needs and interests of the students, it is apparent that certain courses are considered as indispensable for anyone who wishes to have a well-rounded

knowledge of the Classics. A knowledge of ancient or Roman history is prescribed or recommended by thirty-two colleges. In some instances credits obtained in this course may be counted toward the major, but more frequently it is one of the prescribed "related courses." Such knowledge enables the student to have a better understanding of the periods of Latin literature and the reasons for their rise and decline. It also affords him a background by which he may better interpret the ideas and ideals of the authors.

Another course which tends to coordinate the study of individual authors and to present a complete picture of Rome's contribution to the Humanities is the Survey of Latin Literature. This course, prescribed by twenty-six colleges, traces the history of Roman letters from earliest times through the decline of the empire. Additional background courses required in certain colleges and recommended in others are Mythology, Roman antiquities, history of philosophy, and the development of language.

It is not only the literature and culture of Rome which form a necessary background for the Latin scholar. A thorough knowledge of the language itself is imperative to appreciate to the fullest the idiomatic expressions and stylistic tendencies of the Latin masters. Another important factor in the prescription of prose composition is the fact that most Latin majors are preparing to teach in the secondary schools. Advanced study of literature is concerned primarily with style and content, with less emphasis upon grammatical forms. However, a teacher of high school Latin must be alert to the various phases of syntax, whether she is presenting the language to freshmen and sophomores or guiding the reading of juniors and seniors. Forty-one colleges in this study have prescribed at least two semester hours of prose composition for

all majors, while several more recommend it for prospective teachers.

Each of the principal Latin writers usually read in undergraduate classes is prescribed by at least one college. Horace is required by twice as many colleges as any other author, with Cicero, Virgil, and Livy next in order. The preference for Horace over Cicero and Virgil may be accounted for by the fact that the latter have already been met in high school classes; in comparison with Livy, Horace's writings are more varied in type and in subject matter, and give the student a deeper insight into Roman life and customs.

A course in Medieval or Patristic Latin is required by five Catholic colleges and one private college. Since one of the primary aims of the study of Latin in Catholic schools is a deeper appreciation of the liturgy of the Church, it would be expected that more Catholic colleges would include Patristic Latin in their lists of prescribed studies for majors. All but four of the Catholic colleges in this study do offer this course, and students have the opportunity to include it in their program of concentration.

A knowledge of Greek is considered essential for Latin majors by thirty-seven colleges. The debt of Roman language and literature to Greece cannot be adequately understood without at least an acquaintance with Greek. Even in its own right, without reference to its relationship to Latin, the contributions of Greece to world literature cannot be over-estimated. An attempt on the part of the classical department to keep alive an interest in Greek may be seen in this prescription of Greek for Latin majors. Many of the colleges do not offer a major in Greek, hence there is no opportunity to pursue advanced study in the language. Since most students are given little or no appreciation of the value of Greek literature in their secondary

education, it is necessary that their attention be called to it, especially if their interests are in the literary field. These two factors, its relationship to Latin and its own intrinsic value, make the study of Greek an invaluable asset to the Latin major.

Forty-eight colleges offer a special course for seniors in their field of concentration to assist them in unifying the material they have studied, to systematize it and assign to each phase its proper value. Such courses are termed "senior readings,"⁵⁰ "inter-departmental seminar,"⁵¹ "integrating course,"⁵² or "special studies."⁵³ A secondary purpose of this course is applicable to the classical department. It is often impracticable to offer courses in all the authors or genres, since relatively few students elect Latin during their college course. The senior readings can be adapted to the individual needs of the student majoring in Latin, so that his program will give him a true picture of Rome and its heritage.⁵⁴

Specialization in Latin is possible in 147 of the 186 colleges in this study; in ten of these cases the major must be a combination of Latin and Greek. The most prevalent requirement for a major is twenty-four semester

50

Bulletin, University of Cincinnati, McMicken College of Liberal Arts, 1949-1950, Vol. 55, No. 10, 51. Cincinnati, Ohio: The University, 1949.

51

Bulletin, Marygrove College, 1949-1950, Vol. 40, No. 1, p. 56. Detroit, Michigan: Marygrove College, 1949.

52

Bulletin, Western College, 1948-1949, Vol. 23, No. 1, p. 51. Oxford, Ohio: Western College, 1949.

53

Catalogue, Maryville College, 1949, Vol. 48, No. 1, p. 77. Maryville, Tennessee: Maryville College, 1949.

54

Catalogue, Cornell College, 1949-1950, Vol. 50, No. 10, p. 84. Mount Vernon, Iowa: Cornell College, 1949.

hours, with equal division between two-year and four-year high school prerequisite. Two factors revealed in this phase of the study point to the interest of Catholic institutions in Latin instruction. First, all of the Catholic colleges in this investigation offer a major in Latin, and secondly, these colleges for the most part expect a four year high school preparation for college Latin. Of the nine colleges which offer courses of an advanced nature only, that is, beyond the equivalent of four high school units, eight are Catholic institutions. The courses most frequently prescribed for Latin majors are ancient or Roman history, survey of Latin literature, prose composition, and at least an elementary knowledge of Greek. A special course for seniors serves as a means of integrating the student's knowledge of his field and of supplementing a study of authors not met in earlier courses.

Concentration in Greek,-- The study of Greek has not been able to hold its position in the American liberal arts college as well as Latin. As is indicated in Table 4, only seventy colleges offer a major in Greek. The "Classics" major offered in sixteen additional colleges includes courses in Greek; requirements for the combined major will be discussed in a subsequent section.

Just as in the case of Latin, the usual number of hours required for a Greek major is twenty-four, with varying prerequisites. Twenty-one of the seventy colleges offer a Greek major with twenty-four hours including the elementary course. In forty-seven colleges the requirement is from twenty-four to thirty semester hours beyond the elementary course. The most lenient program is eighteen semester hours including elementary Greek, in two

TABLE 4

OPPORTUNITIES FOR THE STUDY OF GREEK
IN 186 LIBERAL ARTS COLLEGES

	Tax-Supported Colleges	Catholic Colleges	Private Non-Catholic Colleges	Total
No Greek Department	13	4	16	33
Insufficient courses for specialization	9	24	34	67
Specialization in Classical Languages but not in Greek alone	3	2	11	16
Specialization in Greek	16	13	41	70
TOTAL	41	43	102	186

colleges.⁵⁵

Specific courses required for the Greek major.— There is not so much prescription regarding individual courses in Greek as there is in Latin. One reason for this may be that more time must be taken for elementary training in Greek, leaving fewer courses in specific authors for the students' choice. Homer, Plato, and the dramatists hold almost equal positions in the scale of required courses, with the historians, usually Xenophon and Herodotus occupying the next place.

Greek or ancient history as a background for literature is required or recommended by fifteen colleges. Mythology, Greek Private Life, archeology, and history of philosophy complete the group of background subjects.

A knowledge of Latin is considered necessary for a Greek major in twenty-one colleges. The close relationship between these two languages explains in part the value of this requirement. Usually it is expected that the study of Latin will precede even elementary Greek. Although the Latin language has borrowed much from the Greek, and according to chronological order should follow its predecessor, a knowledge of Latin is of great benefit to the beginner in Greek. Constructions in the two languages are very similar, in many cases identical. But the Latin grammar and syntax are not so complicated as the Greek; hence with a background of Latin syntax, Greek constructions are more readily comprehended. With regard to literature, it is true that a more complete picture is obtained by tracing genre from the earliest

55

Bulletin, University of Nebraska, College of Arts and Sciences, 1949-1951, Series 54, No. 2, p. 17. Lincoln, Nebraska: The University, 1949.
Catalogue, Southern Methodist University, College of Arts and Sciences, 1949-1950, Vol. 34, No. 3, p. 68. Dallas, Texas: The University, 1949.

Greek through Latin. Such comprehensive surveys are usually reserved for graduate work, however. The undergraduate program is more specifically concerned with a thorough knowledge of the language and of the most important representatives of its literature.

Specialization in Greek is less common than in Latin. Only seventy colleges in this study offer a major in Greek. An additional sixteen colleges combine Latin and Greek in a classics major. The usual number of semester hours for a Greek major is twenty-four; one-third of the colleges apply the elementary course on the major requirements. Ancient or Greek history and a knowledge of Latin are the most frequently required courses.

Major in classical languages.--- There are two distinct purposes of a combined major in classical languages. The first, a more practical purpose, is to give students an opportunity for advanced study in classical languages in colleges where there are not sufficient courses for a major in Latin or Greek alone. Such is the situation in sixteen colleges in this study. Six of these colleges offer sufficient courses in Latin for a major, but not in Greek; however, they designate their major "Classical Languages."

The other purpose of the classical language major is to coordinate the students' knowledge and understanding of the two great ancient civilizations which are usually considered as one in the study of world culture. Although there is the disadvantage in such an area of concentration that quality must be sacrificed for quantity, the students will gain a comprehensive knowledge of classical culture which would not be complete in a treatment of only one of these languages. Smith College in Massachusetts states that a major in Latin or Greek may be arranged if any student desires, but the classics

major is normally offered;⁵⁶ Indiana University makes provision for the Latin or Greek major, but prefers the combination major.⁵⁷

Usually a combined major requires more semester hours than a Latin or a Greek major. The necessity of a broader program is self-evident. If the students are to obtain more than a superficial understanding of their subject, they must have sufficient training and experience in it. A mere knowledge of the intricacies of grammar, with a passing introduction to a few of the great classical writers, does not entitle the student to be considered a classical scholar. Some colleges have recognized this fact, and require from six to twelve hours more for a classical language major. Credits in elementary Greek are normally applied toward the major, but not credits in elementary Latin. Courses in literature in translation, civilization, and mythology, may be included in the major program. This is in contrast to the specialized Latin or Greek major, in which such courses must be considered as related subjects or electives. A specific objective of the combined course is apparent in this practice, namely, an understanding of the culture, philosophy and genius of the Greeks and Romans, with less concern about their medium of expression.

Three universities have arranged a major in classical civilization based upon courses in Greek and Roman culture, mythology, archeology, and literature in translation. Courses in the Greek and Latin language may be applied on this major, but they are not necessary. The emphasis is upon

⁵⁶

Catalogue, Smith College, 1948-1949, Series 43, No. 3, p. 90. Northampton, Massachusetts: Smith College, 1949.

⁵⁷

Catalogue, Indiana University, 1948-1949, Vol. 46, No. 21, p. 217. Bloomington, Indiana: The University, 1948.

the contributions of the classics to modern civilization, and the influence of their ideals and principles upon subsequent ages.⁵⁸

Honors program.--- Xavier University in Ohio inaugurated a unique Honors Program in September, 1948. The entire curriculum is prescribed, with the exception of eight semester hours in the senior year. The major subjects are Latin and philosophy; minors are obtained in Greek and English. Students who have taken no modern foreign language in high school take an intensive course in French in their freshman year; a reading knowledge of a modern foreign language is a graduation requirement.⁵⁹ Science courses include ten semester hours of chemistry and eight semester hours of zoology. The mathematics courses of the first and second years are replaced by history in the third and fourth years. Eight semester hours each of religion and military science complete the prescribed program.⁶⁰

The eight-hour elective in the senior year may be used to complete a third major in English or Greek, may be spent in advanced science courses by pre-medical students, or may be devoted to art and archeology.⁶¹

Four years of high school Latin are required for entrance. High

58

Catalogue, Pembroke College of Brown University, 1948-1949, Vol. 46, No. 2, p. 98. Providence, Rhode Island: Brown University, 1949.

Catalogue, Dartmouth College, 1948-1949, Third Series, Vol. 14, No. 5, p. 112. Hanover, New Hampshire: Dartmouth College, 1948.

Catalogue, Denison University, 1948-1949, Vol. 48, No. 1, p. 66. Granville, Ohio: Denison University, 1948.

59

The Honors Course, Supplement to Xavier University Bulletin, 1949, p. 9. Cincinnati, Ohio: Xavier University, 1949.

60

Schedule of courses, Office of Director of Honors A. B. Program, Xavier University, Cincinnati, Ohio.

61

Personal interview with The Reverend William Hetherington, Director of Honors A. B. Program, October 26, 1949.

school Greek is recommended but not required. Only the highest ranking students of the high school graduation classes are admitted to the Honors Course. Other criteria for acceptance are results of aptitude and intelligence tests and recommendation of the high school principal.⁶²

The students are in special classes in all subjects except science, religion, and military training. The curriculum for each year is arranged with a view to integration of subject matter. In the senior year ten semester hours are spent in a study of the Summa Theologica of St. Thomas Aquinas in the original Latin; lectures and discussions are conducted in Latin. A background for this course, which is an epitome of the entire Honors Program, is provided in the third year by a study of the Greek and Latin philosophers and by courses in ancient and medieval history.⁶³

Minors in Latin and Greek.--- As was indicated above, the traditional major-minor sequence is being supplanted by the wider concept, "area of concentration," which consists of a nuclear field with related subjects. Only fifty-six of the colleges in this study have retained specific requirements for a Latin minor; forty-three of these colleges also offer a minor in Greek.

The number of hours prescribed for the minor is as varied as that of the major. In Latin the requirement ranges from six semester hours of advanced work at Southern Methodist College in Texas and the College of St. Benedict in

62

The Honors Course, Supplement to Xavier University Bulletin, 1949, p. 13. Cincinnati, Ohio: Xavier University, 1949.

63

Ibid., p. 12.

Minnesota⁶⁴ to twenty-four semester hours at any level at the University of Wyoming.⁶⁵ Eighteen semester hours is the mode of distribution. Five colleges require twelve hours in the Upper Division, which would necessitate a total of twenty-four hours for any student beginning the study of Latin in college. The same would be true of beginning students in the nine colleges requiring eighteen hours beyond the elementary course. The Dominican College of San Raphael and New Rochelle College in New York require eighteen hours beyond four high school units.⁶⁶ Twenty colleges permit credits for elementary Latin to count toward the minor.

Elementary Greek is more frequently permitted to satisfy a part of the minor requirement. Only thirteen of the forty-three colleges offering a Greek minor will not accept elementary credits toward the requirement. This practice can be justified by the fact that few students have an opportunity to study Greek before they enter college. Six of the seven colleges which require twelve hours in the Upper Division for a Latin minor have the same prescription in Greek.

Most colleges do not have such a high prescription, however. Thirty-three colleges require eighteen hours or less, including the elementary course,

⁶⁴

Bulletin, Southern Methodist University, College of Arts and Sciences, 1949-1950, Vol. 34, No. 3, p. 75. Dallas, Texas: The University, 1949.

Catalogue, College of St. Benedict, 1949-1950, p. 38. Saint Joseph, Minnesota: College of St. Benedict, 1949.

⁶⁵

Bulletin, University of Wyoming, 1949, Vol. 46, No. 1, p. 208. Laramie, Wyoming: The University, 1949.

⁶⁶

Catalogue, Dominican College of San Raphael, 1948-1949, Series 1, p. 53. San Raphael, California: Dominican College of San Raphael, 1948.

Catalogue, College of New Rochelle, 1948-1949, p. 19. New Rochelle, New York: College of New Rochelle, 1948.

and of this number seven are satisfied with only twelve hours.

Latin and Greek as related subjects.--- The tendency to integrate the entire upper level program of the student in relation to his major subject necessitates a grouping of subjects with reference to their bearing upon each other. The classical languages are considered auxiliary subjects particularly for English majors. Latin and Greek supplement one another, and a knowledge of Latin is further required by some colleges for majors in the Romance Languages. Mary Washington College specifies Medieval Latin for French and Spanish majors.⁶⁷ Specialization in philosophy is also supported by a knowledge of Latin and Greek.⁶⁸

In the fifty-six colleges which have retained specific requirements for a Latin minor, the number of semester hours required varies from six advanced credits to twenty-four at any level. Eighteen semester hours are the mode of the distribution. In contrast to the regulations for a major in Latin, the elementary course may be applied on the requirement for a Latin minor in one-third of the colleges. In two-thirds of the colleges offering a minor in Greek, the elementary course may count toward the required number of credits. As with Latin, the most frequently prescribed number of semester hours is eighteen. Minors in Latin and Greek are particularly recommended for students majoring in English and modern foreign languages.

67

Catalogue, Mary Washington College of the University of Virginia, 1949-1950, Vol. 35, No. 2, p. 86. Fredericksburg, Virginia: University of Virginia, 1949.

68

Catalogue, Nazareth College, 1948-1950, p. 45. Louisville, Kentucky: Nazareth College, 1948.

Classical Languages as Electives

In addition to the colleges which include classical languages as an area of concentration, there are twenty colleges which offer a limited number of courses in Latin and sixty-seven a limited number in Greek for those who wish to study them as electives. Seven colleges offer courses in Greek only. It is interesting to note that all of these colleges are church-related institutions, with a pre-theological course available. The Greek courses offered are preparatory for reading the New Testament in the original.

Ten colleges offer courses in Latin but none in Greek; Winthrop College in South Carolina offers Greek literature in translation only.⁶⁹ Although there is a newly-aroused interest in Greek culture and Greek thought, actual study of the language itself continues to decline.

Inter-departmental courses.--- A recent trend in the classical language department is an increased number of courses in classical antiquities and literature in translation. These courses are open to students in all departments, and require no knowledge of Greek or Latin. The most prevalent of these offerings are Greek and Roman civilization, Greek and Latin literature in translation, mythology, and archeology. The courses in civilization are distinct from Greek and Roman history. They are more inclusive, embracing a study of history, mores, literature, art, and every phase of life which contributes to the culture of the age. Another course which is becoming popular is Greek and Latin Derivatives in the English Language. Specific courses are

69

Bulletin, Winthrop College, 1948-1949, Vol. 40, No. 3, p. 75.
Rock Hill, South Carolina: Winthrop College, 1948.

available for pre-professional students to acquaint them with the influence of Latin and Greek on their field of study. Twelve institutions, eight of which are state universities, offer a course in Latin and Greek terms in science and medicine, and at five colleges Roman Law is studied as a background for modern legal procedures.

All of these courses are designed primarily for students who have not had an opportunity to become proficient in the languages of the ancients. They are not meant to take the place of actual reading in the original for those with linguistic ability and interest, but are rather supplementary to such study. Reading in the original gives a deeper understanding of the genius of the classical masters; the courses in antiquities and in literature in translation enable a student of any field to view his particular branch of knowledge in its proper relation to world culture, which was founded and strengthened in the era of ancient Greece and Rome.

Summary

The organization of the classical department is concerned with prerequisites, participation in the general education of the Lower Division of the college, programs of concentration, and coordination with other departments.

Until the early decades of the nineteenth century proficiency in Latin was required of all students desiring to enter college, and an elementary knowledge of Greek was highly recommended. The program of the public high school has affected this prescription to such an extent that in 1949 only a small number of colleges have retained the Latin prerequisite. Of the 186 colleges in this study four per cent require two years of high school Latin for the Bachelor of Arts degree and four per cent require four high school

units. Thus the trend foreseen by Eliot has continued; the number of colleges requiring Latin for admission has decreased steadily from forth-seven per cent in 1917 to twenty-four per cent in 1922, thirteen per cent in 1945, and eight per cent in 1949.

The result of the Eight Year Study has been greater independence of college entrance requirements on the part of the secondary schools. To accommodate themselves to this trend, an increasing number of colleges are making use of other criteria than specific high school units for the admission of students. Even in colleges where a limited amount of prescription is still enforced, foreign language study is frequently omitted from the prescribed list. This has a definite effect upon the classical languages, since Latin and Greek are usually accepted in fulfillment of the language requirement.

The decrease in Latin entrance requirements has brought with it a decline in the study of classical languages in college. Thirteen per cent of the colleges in this study require Latin for the Bachelor of Arts degree, but in most instances an alternate degree, usually the Bachelor of Science, is provided for students who do not wish to study a classical language. A few colleges have group requirements which include Latin and Greek.

Credit in classical languages may be offered to fulfill the language requirement in all but five of the colleges studied. The number of foreign language courses to be pursued in college is also undergoing a change as a result of a recent trend noted in about fifty per cent of the colleges. High school units may contribute toward the foreign language requirement if the same language is continued in college. The objective is a proficiency in the language rather than a specific number of credits. This policy will assure the students of a more thorough knowledge of at least one foreign tongue,

although it may tend to weaken the foreign language department in the colleges where it is put into practice with no limitations. Classical language instructors may see in this procedure an opportunity to increase the enrollment in their department, since many students still enter college with some knowledge of Latin but no modern language.

Sixteen per cent of the colleges in this study have no classical departments. An additional six per cent offer Latin but no Greek, and four per cent have a limited number of courses in Greek designed for reading the New Testament, but no courses in Latin. Another seven per cent offer courses in the classical languages but not enough for specialization. These courses may be taken as electives or in fulfillment of the foreign language requirement. The remaining colleges have organized programs of concentration in either Latin or Greek, or in a combination of the two.

The number of semester hours required for the major ranges from eighteen above two high school units to thirty in the Upper Division in Latin, and from eighteen semester hours including the elementary course to forty quarter hours in the Upper Division in Greek. Most of the colleges offering a combination major have a higher minimum, since in this instance the student must include work in two languages and literature. Reasons for offering the combination major may be insufficient courses for a major in a single language, or a desire to give the students a broader view of the classics, since Greek and Roman letters are so closely allied to one another. Programs of concentration at most state colleges and universities are based on a two-year high school preparation, while Catholic colleges for the most part have a four-year prerequisite. Private institutions are almost evenly divided between the two groups. This situation agrees with the policies of the specific types of

institutions regarding entrance requirements, and indicates a trend toward relieving the high school of the obligation of preparing students for advanced work in the classics.

The courses most frequently prescribed for a Latin major are Roman or ancient history, a survey of Latin literature, and prose composition. Mythology, archeology, and the development of language are also recommended to supply a background for a deeper understanding of Latin literary art. Of the various authors a study of Horace is considered of greatest importance, with Virgil, Cicero, and Livy in second place. Virgil and Cicero have already been met in high school, or in the intermediate course in college, and Livy's writings do not afford the student as broad a knowledge of the types of Latin literature or of the phases of Roman life as those of the versatile Horace.

Specific prescriptions for a Greek major are not so prevalent as for specialization in Latin. Since elementary and intermediate courses are usually included in the major program, there is not so much opportunity for intensive work in Greek. Ancient history is the usual requisite, either as a partial fulfillment of the major or as a related subject.

For both Latin and Greek majors a knowledge of the other language is required or highly recommended. The value of such a prescription is evident when the inter-dependence of the two languages and their literature is realized.

Greek has played an important role in the development of the Latin language and has contributed models for almost every type of Latin literature. On the other hand, the complexity of Greek syntax is simplified to a great extent by a knowledge of Latin. Beyond the mutual benefits these studies afford, a true picture of classical literature is impossible without at least an acquaintance with the outstanding masters of both languages.

The traditional major-minor sequence has been replaced in sixty-nine per cent of the colleges by the broader term "area of concentration." In this plan the major is still specifically defined, but instead of the minor, the student must pursue a program of "related subjects." In some instances the subjects considered as related to the various fields of concentration are listed in the college catalogues; in others the choice is left to the student and his advisor.

In colleges which have retained the minor program, the most common requirement is eighteen hours. In Latin this normally presupposes at least two years high school preparation or the equivalent; in Greek the elementary course is generally included.

An innovation in the classical language department is the increasing number of courses open to all students, with no knowledge of Latin or Greek necessary. These courses include classical civilization (more comprehensive than the traditional ancient history course), mythology, archeology, literature in translation, and Greek and Latin elements in the English language. Although the study of the classical languages themselves continues to decline, there is a renewed interest in the ideologies of the classical era and their influence on subsequent ages, for which the courses in "Classics" have been primarily designed.

CHAPTER VI

CONTENT OF COURSES IN CLASSICAL LANGUAGES AND LITERATURE

The purpose of this chapter is to report the findings of this study regarding the courses most frequently offered in the classics department and the material studied in these courses. Data for this phase of the investigation have been obtained from the catalogues of the 160 colleges which offer Latin and Greek.

Courses in classical civilization are prevalent, as well as beginning courses, etymology, and literature in translation. There is a divergence in the pattern of courses offered in the various institutions ranging from the elementary and intermediate courses only in Latin,¹ and the elementary course alone in Greek² to a sampling from every genre in the larger colleges and universities.³ Certain courses are almost universal, while others are limited to a few institutions. An examination of the content of individual courses reveals further variety among colleges in the selections that are presented, the phases of literature or culture that are stressed, and the outcomes that are expected.

Since many courses are common to both Latin and Greek, and the

¹
Catalogue, University of Massachusetts, 1948-1949, Vol. 40, No. 1, p. 229. Amherst, Massachusetts: The University, 1948.

²
Catalogue, Missouri Valley College, 1949-1950, Vol. 49, No. 2, p. 119. Marshall, Missouri: Missouri Valley College, 1949.

³
Bulletin, Yale University, 1949-1950, Series 45, No. 8, pp. 107-108, 122-124. New Haven, Connecticut: Yale University, 1949.

the general type of subject matter is so similar as to be almost identical, the offerings in each particular field of the two languages are considered in the same section of this chapter. Thus culture and civilization courses are described in the first section, followed by grammar and syntax, literature surveys, classical authors, and literature in translation.

Classical Culture and Civilization

The classical language department ordinarily offers several courses designed to enrich the fund of knowledge of world culture, principally in civilization, private life, mythology, and archeology. Each of these phases has its particular contribution to make to the general field of the classics.

Classical Civilization.-- Courses in classical civilization, frequently subdivided into Greek and Roman civilization, are found in various departments in colleges throughout the country. Forty-three colleges include them among the Greek or Latin courses, while four institutions have a special section in the classics department entitled "Classical Civilization." Eight colleges offer the courses in the history department.

The authors of a two-volume set of classical civilization texts summarize the range of topics treated in classical civilization courses and the aim of this type of course:

This book has grown out of the desire to present a proportional picture of the enduring qualities of ancient Greek civilization. For a study of this nature the reader should be able to reflect on the artistic and literary endeavors of the Greeks against a background of their political and social history. To attain such continuity and cohesion of thought, the discussion of art and literature has not been planned as material incidental and correlative to the history of Greece, but rather the chapters on historical themes have

been interspersed as a necessary background to the study of cultural topics.⁴

This book is intended for use by those who, with little or no knowledge of Latin, wish to learn something of the culture of the Romans. A considerable amount of historical background is given, but the emphasis is not on wars and conquests but upon the development of the constitution. The story of the partial success and the final failure of the Roman effort to extend popular government, formerly limited to small city-states, over a large territory is presented in detail. The growth of private law is also treated with unusual fullness. About one third of the entire volume is devoted to literature, art, religion, and philosophy. It is expected that the sections on literature will be supplemented by a generous amount of reading in the literature itself. Possible supplementary reading on other subjects is suggested in the Bibliography.⁵

Private Life of the Greeks and Romans.— To get a complete picture of the life of Greece and Rome it is necessary to study their every-day activities, customs, mores, and institutions. Such topics as the home, marriage, family, position of women, slaves, education, and amusement introduce the student to the classical Greeks and Romans as they really lived. Too often there is an inclination to speak of the classical languages as "dead languages."⁶ In a narrow sense the epithet is correct; the Catholic Church uses Latin as her official language precisely because it is not changing with the years. But a connotation which is not intended is placed upon the phrase; many students fail to realize that Cicero actually presented his orations to an audience in the Roman forum, or that Virgil read his Aeneid to Augustus for his approval.

Of the twenty colleges offering this course, the general practice

⁴
Herbert N. Couch, Classical Civilization: Greece, p. ix. New York: Prentice-Hall, Inc., 1946.

⁵
Russell M. Geer, Classical Civilization: Rome, p. ix. New York: Prentice-Hall, Inc., 1946.

⁶
R. K. Truxal, "Latin, Living Not Dead," Nation's Schools, 27 (February, 1941), 64.

is to conduct it entirely in English, making use of lectures, discussions, readings, and when possible, excursions to museums. Five colleges draw the material from reading in the original of selections illustrative of the life of the ancient Romans. The authors included in such courses are Pliny, Juvenal, Cicero, Livy, and Sallust. Parallel readings in English and reports supplement the study of the Latin texts.

Mythology.-- The cult of their deities played an important role in the life of the Greeks and Romans socially, politically, and economically. Although a discussion of certain phases of mythology is essential in any class devoted to the reading of a classical author, thirty-eight colleges find it advisable to offer a specific course on this topic, open to all students, and requiring no knowledge of Latin or Greek. The character of the gods and goddesses in their relation to human activities, the interpretation of the myths, and their influence on classical and subsequent literature provide the themes for discussion in such courses.

Closely allied to mythology is a study of religious beliefs in classical times. The religion of the Greeks and Romans was based upon their acceptance of the gods as supreme rulers; their philosophies were permeated with theories regarding the influence of these deities upon individuals. Special courses are not commonly found, since this phase is usually treated in the study of mythology. However, eight colleges do offer such courses, one of which is based upon a reading of Livy, Cicero and Seneca in the original, with supplementary reading in English.⁷

⁷
Catalogue, Western College, 1948-1949, Vol. 23, No. 1, p. 51.
 Oxford, Ohio: Western College, 1949.

Art and Archeology.— Another background course which gives the student a richer knowledge of the culture of Greece and Rome is art and archeology. Second only to manuscripts themselves, monuments, buildings and sculpture reveal the ingenuity as well as the genius of the ancient nations. Inscriptions on tombs and triumphal arches provide primary sources for many historical events of Greece and Rome and for the achievements of their leaders. The various modes of artistic expression developed by these peoples have exerted an influence upon later art and must be understood to appreciate fully the masterpieces of medieval and modern times.

Twenty-nine colleges devote one or two courses to archeology. A few, such as the University of Cincinnati in Ohio, have a well-developed series of courses embracing all the important achievements of the Greeks and Romans in the fields of art and archeology.⁸

Grammar and Syntax

Courses involving a study of grammar and syntax include beginning courses and prose composition. The objective of such courses is a knowledge of the mechanics of the languages, to provide fluent and intelligent reading of classical authors. They are not an end themselves, but rather a means to attain proficiency in the interpretation of Latin and Greek literature.

Beginning Latin.— Beginning courses in Latin at the college level were unheard of in the early days of Harvard, Yale, and other pioneer colleges

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Bulletin, McMicken College of Liberal Arts, University of Cincinnati, 1949-1950, p. 52. Cincinnati, Ohio: The University, 1949.

and universities of America.⁹ Until the early decades of the twentieth century Latin was prescribed for high school graduation, at least by all students who intended to attend college.¹⁰ When this requirement was relaxed it became necessary to introduce a beginning course in college. Since Latin may be elected in most colleges to fulfill the foreign language requirement, provision had to be made for students who desired to study the language but had no high-school preparation.

Twenty-six colleges in this study offer no beginning course in Latin. Of the 141 colleges which do provide such courses, there is a definite agreement as to their purpose and content. A knowledge of the essentials of Latin grammar and syntax with a view to the appreciation of Latin literature is the goal. As is evidenced by recent textbooks, there is a decided trend away from the use of "made"¹¹ Latin, with a preference for early reading of the classics themselves, often in simplified form.

Two Catholic colleges for women, Loretto Heights in Colorado and Notre Dame College in Ohio, make use of the beginning Latin course to prepare students for the reading of the Missal and other Liturgical Latin.¹² Since

⁹
E. C. Broome, A Historical and Critical Discussion of College Admission Requirements. Columbia University Contributions to Philosophy and Education, XI, No. 3-4, p. 18. New York: Macmillan Company, 1903.

¹⁰
Aubrey A. Douglass, Modern Secondary Education, p. 20. Boston: Houghton Mifflin Company, 1938.

¹¹
"Made" Latin or synthetic Latin consists of sentences or paragraphs constructed by authors of textbooks for drill in specific rules of grammar or syntax.

¹²
Catalogue, Loretto Heights College, 1947-1949, p. 27. Loretto: Colorado: Loretto Heights College, 1947.
Catalogue, Notre Dame College, 1948-1949, Vol. 26, No. 1, p. 57. Cleveland, Ohio: Notre Dame College, 1948.

most students who begin Latin in college will not pursue it for more than two years, and since one of the principal objectives of Latin in Catholic schools is a deeper appreciation of the liturgy, this approach is a commendable one. Liturgical Latin involves simpler constructions than classical Latin, but for any student who desires to read the standard authors of ancient Rome the transition can easily be made.¹³ Special textbooks have been compiled for beginning courses in Liturgical Latin. These will be discussed in a subsequent chapter.

Beginning Greek.— The study of Greek has not held its status in the secondary school as well as Latin, hence beginning Greek has been offered in colleges since the early days of higher education in America.¹⁴ There are three distinct approaches to the study of Greek, all of which are represented in the colleges throughout the United States. The oldest and most frequently occurring is Attic Greek, which prepares students to read the dramatists, historians, lyric poets, and orators of classical Greek literature. Homeric Greek, a preparation for the Iliad and Odyssey, is growing in popularity, and is replacing Attic Greek in many instances. About one-half of the colleges offer Homer in the intermediate course instead of Xenophon. The third approach is New Testament Greek, found in eleven colleges to the exclusion of the other two types.

Proponents of Attic Greek assert that it is more profitable for students to learn in the beginning the forms they will meet in the most abundant

13

E. J. Baumeister, "Correlation and Integration in Latin," Catholic Educational Review, 44 (September, 1946), 414-420.

14

Samuel E. Morison, Harvard College in the Seventeenth Century, Part I, p. 195. Cambridge: Harvard University Press, 1936.

store of classical Greek literature.¹⁵ They maintain that the variant forms found in Homer can be dealt with when they are met in the reading of Iliad and Odessey. Greek grammars are based on the Attic dialect, which was considered the classical language of ancient Greece.¹⁶

On the other hand, the advocates of Homeric Greek contend that it is more logical to introduce the students to Homer, the earliest Greek writer of importance, and to let them see the development of the language to classical Greek. If they meet Attic Greek first, they are inclined to form the impression that Homeric variants are exceptions, a decidedly false conclusion.¹⁷ Another argument in favor of the Homeric approach is the appeal and the cultural value of Homer. A parallel revision is under experimentation in high school Latin, whereby Caesar is being replaced in the second year by Virgil,¹⁸ for the same reasons as are proposed for the early reading of Homer.

New Testament Greek has a specific purpose, equivalent to Liturgical Latin. In two of the eleven colleges offering this type exclusively, the courses may be counted for Religion credit. Nine of the colleges are church-related, and offer a pre-theological curriculum.

Although each of three approaches to Greek grammar and syntax is distinct in itself and has a specific purpose to fulfill, the constructions

¹⁵

Edward L. Bassett, "The Attic Approach," Classical Journal, 42 (November, 1946), 112-114.

¹⁶

William Goodwin and Charles Gulick, Greek Grammar, p. 2. Boston: Ginn and Company, 1930. Pp. xxvi + 472.

¹⁷

Raymond V. Schoder, "Revitalizing Beginners' Greek through Homer," Classical Journal, 41 (March, 1946), 254-265.

¹⁸

Dunham et al., "Toward Improvement of the High-School Latin Curriculum: Report of a Symposium," Classical Journal, 43 (November, 1947), 67-90.

are fundamentally the same, so that students desiring advanced work are prepared by any one of these courses to read all the Greek authors regardless of the period to which they belong.

Latin Prose Composition.— The feasibility of a course in Latin prose composition is apparent particularly for students preparing to teach Latin. Advanced reading courses allow little time for intensive work in syntax. Idiomatic translation is the prime objective; hence, Latin constructions are not considered in detail. Unless a beginning teacher has had special training in composition, she will be handicapped in her work with high school students.

Ninety of the colleges offering Latin have courses in prose composition; thirty of these include advanced courses. Refresher courses are provided in four colleges and universities.

The course in Latin prose composition is more than a mere review of rules. The table of contents of one of the most popular college texts of this nature summarizes the material normally studied in the course.¹⁹ Rules are reviewed, but are explained in more detail, and reasons for constructions are suggested. Chapters on proper choice of words enable students to write with a clearer Latin style, and also train them to give a more idiomatic interpretation of Latin authors.

Refresher courses are intended as definite review work for students who do not have a sufficient background to begin advanced reading of Latin authors. This has become more of a necessity since students are not required

¹⁹

J. F. Mountford, Ed., Bradley's Arnold Latin Prose Composition, p. ix - xi. New York: Longmans, Green and Company, 1938.

to study Latin for four years in high school. If they elect it in their first and second years and then discontinue it until they enter college, a refresher course is necessary. Frequently it is not a lack of interest which prompts students to take only two years of high school Latin. Many schools offer only two years; hence any student who wishes to continue must wait until he is in college. The refresher course reviews rapidly all the ordinary rules of grammar and syntax, to enable the students to recall to mind the constructions they will meet in reading courses.

Greek Prose Composition.--- Courses in prose composition are not offered so frequently in Greek as they are in Latin. They perform a similar function, namely, to deepen the students' understanding of syntax and constructions in order to interpret Greek literature more fully and to imitate the style of the classical authors in expressing ideas in Greek. This latter aim is a minor one in the case of Greek, as may be seen from the fact that only four colleges offer advanced Greek composition. The single course of one semester provided in twenty-one colleges cannot be expected to do more than strengthen the student's grasp of language technicalities and give him an insight into the linguistic make-up of Greek masterpieces.

Modern Greek.--- The language spoken in Greece today is as far removed from classical Greek as the Romance languages are from the Latin of the Augustan age. Therefore a study of this language, though based on the ancient dialects, necessitates special attention to grammar, syntax, and vocabulary. Only four colleges in the investigation offer work in modern Greek. Students are introduced to the grammatical elements of the language, and are given practice in writing and speaking. Popular ballads, modern short stories, and current periodicals comprise the reading material.

Linguistics.--- Linguistics may be included under the heading of grammar and syntax, since it is concerned with the make-up of language rather than with literature. There are two distinct approaches to the study of linguistics. One is concerned principally with the influence of Latin and Greek on the English language. No knowledge of Latin or Greek is usually required. The content of such courses is outlined in the catalogue of Cornell College in Iowa, which uses the unique title, "The Romance of Words":

After a brief consideration of the problem of the origin of language and a survey of the interrelations of the Indo-European tongues, the most important Latin and Greek elements in English words will be studied with reference to the history of the English language.²⁰

Fourteen colleges give specific attention to Greek and Latin elements in scientific or medical terminology. Of these, seven offer one semester of a general nature, and a second semester concentrated on scientific aspects of language. The other six colleges limit their work in etymology to science and medicine. The particular purpose for which the course is designed is defined in the catalogue of Davidson College in North Carolina:

This course is offered for students of the natural sciences, especially for students preparing for medicine who have had no Greek but who wish an introduction to the language and a sufficient knowledge of it to make use of scientific dictionaries. The course is a study of the meaning of the more usual Greek terms, including single words and the prefixes and suffixes found in compounds.²¹

The other type of course classified under linguistics is broader in scope than the work in etymology. It includes a history of the development of the Indo-European family of languages, phonology, morphology, and the relation of the language to literature and civilization. Prerequisites for

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Bulletin, Cornell College, 1949-1950, Vol. 50, No. 10, p. 83.
Mount Vernon, Iowa: Cornell College, 1949.

²¹

Catalogue, Davidson College, 1949, Vol. 48, No. 4, p. 54.
Davidson, North Carolina, Davidson College, 1949.

the course vary in the fourteen colleges offering such work. Five institutions require some knowledge of a foreign language; two of these specify Latin²² and one requires Latin and a modern language.²³ The course is directed toward an understanding of the relationship between various languages, their similarities and differences, and their influence upon one another.

Although courses in grammar and linguistics are of interest in themselves, their ultimate purpose is to broaden the student's knowledge of the medium of expression employed by the various authors and thereby afford a more complete understanding of classical literature.

In summary, study of a linguistic nature is involved in elementary Latin and Greek, exercises in prose composition, and etymology. The primary purpose of such courses is to prepare students for a more intelligent reading of classical literature. Beginning courses in Latin at collegiate level have become a necessity only since the beginning of the twentieth century, when many high schools discontinued the requirement of at least two years of Latin for graduation. Only sixteen per cent of the colleges in this study make no provision for beginning Latin. Since Greek has disappeared from most of the secondary schools, an elementary course is found in all of the colleges offering work in this language.

In the beginning courses of both Latin and Greek there is a tendency

22

Catalogue, Hunter College, 1948-1949, Series 48, No. 3, p. 73.
New York: Hunter College, 1948.

Catalogue, Pembroke College in Brown University, 1948-1949,
p. 101. Providence: Brown University, 1949.

23

Catalogue, University of North Carolina, 1949-1950, No. 458,
pp. 207-209. Chapel Hill, North Carolina: The University, 1949.

to present only those elements of grammar which will be consistently met in reading, and to introduce simplified selections from classical authors early in the course.

Latin prose composition is offered in over one-half of the colleges, Greek composition in only one-sixth. The purpose of such courses is to give students a more thorough knowledge of language technicalities. Etymology courses, available in about one-fifth of the institutions, are concerned with the influence of Latin and Greek on the English language; usually no knowledge of a classical language is required. Linguistics, which treats of phonology, morphology, and the relation of language to literature, usually has a prerequisite of some foreign language.

Survey of Classical Literature

A survey of Latin or Greek literature performs two functions. First, it may be treated early in the student's program of specialization, providing an overview of the authors to be given intensive study in subsequent courses; secondly, it may be postponed to the student's last year in college, to serve as a resumé and to put each writer in his proper relationship to the entire scheme of ancient literature.

Survey of Latin literature.— Latin literature normally includes all authors from Ennius, the father of Latin poetry, who lived in the third century B. C., to the literature of the late empire in the second century A. D. It is divided into two periods, the Golden Age of Augustus with the literature of the republic as preparation, and the Silver Age of the empire. The lives of the authors, the influence of the period in which they lived on their ideologies, and the importance of their contributions to Latin literature are

the principal points for discussion which comprise the survey course.

Representative selections from each author are read either in the original or in translation. There is no attempt to study the masterpieces in detail; this is assigned to reading courses. The plan of the survey is rather to present an outline of Latin literature with each author in his proper place as regards the period in which he lived and the genre he represents.

The survey of Latin literature is found in fifty-nine colleges of this study. The value which is placed upon it can be seen from the fact that it is prescribed for Latin majors more frequently than any other course in the classics department.²⁴ It is usually a one-semester course, although five colleges devote two semesters to the complete survey. In addition to the two-semester survey, the University of Nebraska offers an advanced course in the history of Latin literature.²⁵ Textbooks on the literary history of Rome and anthologies prepared for rapid reading provide the necessary material for study and discussion.

Survey of Greek Literature.--- The classical literature of Greece extends over a longer period of time than that of Rome. It begins in the tenth century B. C. with Homer, the master of the epic, and continues through the lyric poets, dramatists, historians, orators, and philosophers to the third century B. C.²⁶ A survey of Greek literature with reading selections

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See Chapter V, p. 95.

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Bulletin, University of Nebraska, College of Arts and Sciences, 1949-1951, Series 54, No. 2, p. 49. Lincoln, Nebraska: The University, 1949.

²⁶

T. A. Sinclair, A History of Classical Greek Literature, p. 3. New York: Macmillan Company, 1935.

in the original is not so prevalent as the Latin survey. A more popular course is a study of Greek authors in translation, which will be discussed in a later section of this chapter. Only thirteen colleges offer the Greek survey course. Five of these institutions make use of the course to acquaint students with authors not previously studied rather than to give a resumé of Greek literature. The other colleges follow the usual procedure for survey courses, setting as their objectives an insight into the relation of Greek literature to general culture, an historical and critical study of Greek writers, and a knowledge of the sources and development of literary types. As in the case of the Latin survey, material for the course is provided by textbooks in literature and anthologies.

Latin Authors

Translation courses are usually classified according to authors, although there is a decided tendency to combine writers of a particular genre, such as Plautus and Terence in comedy, Horace and Juvenal in satire, Cicero and Pliny in letter-writing, Livy, Sallust, and Tacitus in history. Certain authors are found in almost every college, others are offered by only a few. The study of Latin in the liberal arts college is not confined to classical authors, but includes the contributions of medieval Latin, with particular emphasis in Catholic institutions upon the Fathers and Doctors of the Church. All the principal names in Latin Literature are represented by specific courses; minor writers are met in survey courses.

Prose and poetry.— Although no particular sequence is universally prescribed in the study of Latin authors, one course is recommended by forty-five colleges in this investigation for students with four years of high

school preparation or its equivalent. This course in Latin prose and poetry comprises selections from the entire scope of Roman literature, including major and minor writers. It differs from the survey course in one important feature. In the latter the emphasis is upon the authors themselves, their style, and the circumstances which influenced their thinking; in the former it is upon content and is designed primarily to acquaint students with the various types of literature exemplified by the Romans. Special anthologies of Latin prose and poetry have been prepared in one or two volumes.²⁷ The specific purposes for which the course is designed are explained in the preface of one anthology:

The editors of this book believe its use will achieve two desirable results. First, the college freshman who takes Latin will at the end of the year at least have learned who were the great masters of Roman literature, will have read samples of their product, and will thus have caught something of the spirit of more than a half-millennium of a great historic civilization. Secondly, an appreciable number of bright young men may gain a new interest in Latin and its literature and be more inclined to pursue the study of this literature further in advanced classes.²⁸

Latin poetry.— Various types of poetry are represented in Latin literature—lyric, elegiac, epic, and didactic. The poets may be studied individually, grouped according to type, or all included in a survey course.

A course in Latin Poetry, usually one semester, is offered at thirty-eight colleges in this study. The lyric poets, Catullus and Horace, are met most frequently in this course, with the elegists and Virgil ranking

27

L. B. Halsapple, Latin For Use. New York: F. S. Crofts and Company, 1936.

K. Harrington and K. Scott, Selections from Latin Prose and Poetry. Boston: Ginn and Company, 1933.

Dean P. Lockwood, A Survey of Classical Roman Literature, Volumes I and II. New York: Prentice-Hall, Inc., 1934.

28

K. Harrington and K. Scott, op. cit., p. v.

next in importance. Notre Dame College of Maryland combines lyric poetry and church hymns.²⁹

Lyrics.— Of the lyric poets, Horace is by far the most popular. One hundred colleges offer courses in Horace's odes and epodes. Twenty-two of these include other works of Horace, to be discussed in a subsequent section of this chapter. Catullus, the other major lyric poet of Rome, shares the course with Horace in eleven colleges.

The subject matter of Catullus' lyrics is not so varied and so full of human interest as that of Horace. While the latter writes of almost every phase of life, from the "golden mean" to the fountain of Bandusia, country life, city life, banquets, political and military affairs, excesses of the wealthy, or dangers of sea-travel, Catullus confines his topics almost exclusively to love. He is considered a master poet, and as such is studied in thirty-three colleges, in addition to the eleven in which his works are combined with those of Horace.

Elegy.— Closely allied to lyric poetry are the elegies of Tibullus, Propertius and Ovid. They are met alone in twenty-six colleges, and are combined with Catullus, or Horace in seven others. The Latin elegy has a different connotation from the elegies of English literature. The elegiac meter was confined to love poetry at Rome. With Propertius and Tibullus there was a gloom and melancholy associated with passion; Ovid looked upon love as mere pleasure, intrigue, and gallantry.³⁰

29

Bulletin, College of Notre Dame of Maryland, 1948-1949, p. 57.
Baltimore: College of Notre Dame of Maryland, 1948.

30

R. Y. Tyrrell, Latin Poetry, p. 119. Boston: Houghton Mifflin and Company, 1895.

Ovid is better known to undergraduate students for his Metamorphoses, varied tales of transformations of individuals into trees, birds, beasts, fountains, or heavenly bodies. Many Greek legends have been preserved through Ovid's work. Although the Metamorphoses is a long, continuous poem, its structure is such that selections may easily be made without sacrificing the meaning.

Three colleges combine Ovid and Livy. Denison University in Ohio makes this arrangement to show the contrast between fanciful mythology and authentic history.³¹

Epic.-- The only epic poet of importance in Roman literature is Virgil, whose Aeneid is met in the third or fourth year of high school Latin. An experiment was begun in 1948 in which Virgil is replacing Caesar in the second year.³² For students who enter college with only two years of Latin, the Aeneid is consistently offered for their first year in college. If the high-school experiment proves successful, this will necessitate a revision of the college curriculum.

An advanced study of the Aeneid is made in twenty-four colleges. It is impossible to cover the entire epic in one year of high school or college study, hence there is ample material for the advanced course. Another purpose of the course in many colleges is to prepare students who intend to teach the Aeneid in high school.

Didactic poetry.-- Virgil is again the principal exponent of didactic poetry. His Georgics, a treatise on farming in four books, is read more

31

Bulletin, Denison University, 1948-1949, Vol. 48, No. 1, p. 68. Granville, Ohio: Denison University, 1948.

32

"Arma Virumque....," Time 52 (August 16, 1948) 54.

frequently by undergraduates than the Aeneid.

Of the sixty-three colleges offering courses in the Georgics, sixty combine this work with another type of poetry written by Virgil, the Bucolics, or pastoral poems. There is little connection between the two, but it has become more or less traditional to combine them into one course. The reason might be that neither work is of sufficient interest in itself to devote an entire semester to it, but that they are too important in the history of Latin literature to be neglected. Such a combination also affords a study of the development of Virgil's style, since the Bucolics are inferior to all his other works, and are even considered by some to be only exercises of the student Virgil, while the Georgics represent the acme of his literary finesse.

Satire.--- Two writers of satires, noted for contrasts rather than similarities, are met in the reading of classical authors. The satire is the only literary form which originated with the Romans. In its beginnings it meant something quite different from the satires of modern literature. The Latin word satura means "medley" and was meant to denote occasional verses rather than irony.³³ The development of the satire from its original status with the poet Lucilius to its present-day form in the poems of Juvenal can easily be traced through a comparison of the satires of Horace and Juvenal. Lucilius is not read in undergraduate courses because of his crude and obscure style and the dullness of his subject matter. However, Horace exemplifies the transition between the early and late forms and purposes which the satire assumed; his poems show a beginning of the tendency to criticize, but they do

33

R. Y. Tyrrell, Latin Poetry, p. 217. Boston: Houghton Mifflin and Company, 1895.

not resort to the bitterness and sarcasm found in Juvenal.

Horace himself called his satires sermones or "talks." He also wrote several epistles which do not in any way resemble the letters of Cicero or Pliny, or modern correspondence. Since they are similar in subject matter and structure to the satires, the two are usually found together in one course. In the satires and the first book of the epistles the poet criticizes in a genial way the social abuses of Rome, the excesses of wealth and luxury, and the desire for prestige. The second book of the epistles treats of literary topics. The most famous of these is the third epistle, known as the Ars Poetica, which is concerned with literary criticism. This poem is studied in a specific one-semester course at Xavier University in Ohio³⁴ and Boston College in Massachusetts.³⁵

There is a definite tendency to study the satires of Horace and Juvenal together in undergraduate courses. Horace's satires and epistles alone are found in twenty-two colleges, and Juvenal is treated in a separate course in twenty-three; a course entitled "Roman Satire," combining the two, is offered in forty-six colleges. There are distinct advantages in this practice. As was stated above, it provides an opportunity to examine the unusual development of this type of literature, which could not be seen so clearly by a reading of either author to the exclusion of the other. In addition, it is the contrast between the two which emphasizes their particular characteristics. The period in which each lived, the political influences, and

³⁴
Bulletin, Xavier University, 1949-1950, Vol. 32, No. 2, p. 106.
Cincinnati; Ohio: Xavier University, 1949.

³⁵
Bulletin, Boston College, 1948-1949, Vol. 20, No. 11, p. 42.
Chestnut Hill, Massachusetts: Boston College, 1949.

the very nature of the men bring about two distinct types of satire. Horace, with his kindly manner of criticism, is more concerned with social problems than with political abuses. Juvenal found his subject matter in the despotism of his age. Horace lived at the time when literature had reached its zenith in clarity and ease of expression; the straining for effect characteristic of Silver Latin influenced to a great extent the stylistic mannerisms which Juvenal employed.³⁶ Both Horace and Juvenal stand out as great writers more by contrast with each other than by studying each individually.

Epigram.-- A contemporary of Juvenal, Martial used the epigram as the medium of expression for his satire. Like the satire, the epigram had none of the biting invective in its original form. To the Greeks it was a type of occasional verse. Martial himself wrote on a variety of subjects, portraying life as he found it in the Rome of the first century after Christ.³⁷ It is these epigrams which form the subject matter of a course entitled "Roman Private Life" at De Pauw University in Indiana.³⁸ Dartmouth College in New Hampshire combines Martial, Juvenal, and Pliny in a course of the same title.³⁹ Twenty other colleges offer courses in Martial, stressing more the satirical aspect of his epigrams. In three of these colleges the course is a combination of Juvenal and Martial; Pliny's letters are read with Martial's

36

J. Wight Duff, A Literary History of Rome in the Silver Age, pp. 621-622. New York: Charles Scribner's Sons, 1930.

37

Paul Nixon, Martial and the Modern Epigram, p. 195. New York: Longmans, Green and Company, 1927.

38

Bulletin, De Pauw University, 1949-1950, Vol. 36, No. 4, p. 178. Greencastle, Indiana: De Pauw University, 1949.

39

Catalogue, Dartmouth College, 1948-1949, Third Series, Vol. 14, No. 5, p. 113. Hanover, New Hampshire: Dartmouth College, 1948.

epigrams in three additional institutions.

Drama.— Plautus and Terence, the only Roman comedy writers of note, are studied together in a course usually entitled "Roman Comedy." The courses in Roman Comedy are almost as prevalent as those in Horace's Odes. Ninety-nine colleges offer work in this genre.

Rome boasts only one tragedian, with the exception of the earliest Latin authors, of whom we have only fragments. Seneca the Younger has left several Latin adaptations of Greek tragedies, which are all inferior to their Greek models. These tragedies are read in only five colleges. In nine additional institutions Seneca is included with Plautus and Terence; in such instances the course is entitled "Roman Drama."

Philosophy.— Two names in Latin literature closely associated with philosophy are Lucretius and Cicero. They resemble one another in type of subject matter only. Lucretius is a poet while Cicero is a prose writer; the topics which they treat and their philosophical viewpoints have little in common.

Forty-nine colleges offer a course in Lucretius, and twenty-six in Cicero's Tusculanae Disputationes. In addition, a course entitled "Philosophy" combines Lucretius and Cicero in twenty colleges. In five of the latter instances Seneca's Epistulae Morales are also included. Seneca is not usually read in undergraduate work except in combination with other authors; only five colleges list courses in his moral essays or epistles. A workable combination, especially for Catholic colleges, is found at Notre Dame College in Ohio. The moral essays of Seneca and the writings of the Doctors of the Church provide

the background for a comparison of Stoicism and Christianity.⁴⁰

The essays of Cicero most frequently studied by undergraduates are the De Senectute and De Amicitia. They may be classified as philosophical treatises, although they are considered separate from the Tusculanae Disputationes. These discussions of old age and friendship have an appeal with regard to subject matter and form. Courses in the De Senectute and De Amicitia are offered in fifty-four colleges in this investigation.

History.-- The Golden Age and the Silver Age of Latin literature each contributed a master in the field of history. Of all the historians which Rome produced, Livy and Tacitus are outstanding not only for content, but especially for literary value. The death of Livy marked the close of the Golden Age. His history, considered as literature, represents the epitome of the stylistic qualities which characterized his era, and at the same time looks forward to the reactionary tendencies of the subsequent Silver Age.⁴¹ Tacitus, noted for his brevity and his forcefulness, is one of the most brilliant writers in the entire period of Latin literature.⁴²

Of the fifty-six courses in Livy's history, fourteen limit the reading to Book I and fifteen to Books XXI and XXII. The other twenty-seven select passages from the three books. Twenty colleges offer courses in Tacitus' Agricola and Germania, twenty-one in his histories. In twenty-one additional

⁴⁰ Catalogue, Notre Dame College, 1948-1949, Vol. 26, No. 1, p. 58. South Euclid, Ohio: Notre Dame College, 1948.

⁴¹ J. Wight Duff, Literary History of Rome to the Close of the Golden Age, p. 660. New York: Charles Scribner's Sons, 1930.

⁴² H. J. Rose, Handbook of Latin Literature, pp. 416-417. London: Methuen and Company, Ltd., 1936.

colleges the course includes the Agricola and Germania and selections from the Annales. When the historical works are read, the Annales are given preference over the Historiae.

Other Roman historians do not have complete courses devoted to their writings in most colleges. Four institutions offer a course in Sallust, three in Caesar, and one in Suetonius. With but one exception, Wofford College in South Carolina,⁴³ these are state universities, which can arrange a more extensive and varied curriculum. A more usual procedure is to combine two or more historians, reading selections from each. A course entitled "Roman History" is offered in forty-one colleges. Livy and Tacitus are combined in eleven institutions. Most of these are small colleges, with a limited number of courses. Rather than offer work in one historian to the exclusion of the other, these institutions give students at least an opportunity to acquaint themselves with the style and subject matter of both. Another possible reason for the combination is contrast of style and treatment of material. The sources used by each, their method of bridging gaps in chronological data, the expression of prejudices or partialities, all become more interesting when the two authors are contrasted.

Orations.-- The only Roman orator whose speeches are read in undergraduate classes is Cicero. Since this type of literature is usually met in high school or in the intermediate course in college, it is not so prevalent in advanced courses. Fourteen colleges offer courses in Cicero's Orations beyond the usual reading in the intermediate course. In some instances the

⁴³

Bulletin, Wofford College, 1949-1950, Vol. 34, No. 2, p. 37.
Spartansburg, South Carolina, Wofford College, 1949.

course is designed primarily for prospective teachers, to give them a more complete background for teaching Cicero in high school.

Epistles.--- Three distinct types of epistles are found in Roman literature. Two of these have been discussed: those of Horace, which are similar in content and form to his satires, and those of Seneca, which are in reality moral essays. Cicero and Pliny wrote letters which were actual correspondence, and which for this very reason afford a glimpse of the private life of their times.

Cicero's letters are read exclusively in twenty colleges, Pliny's in forty-five. A combination of the two is offered at thirty-four additional institutions. Although Horace's and Seneca's epistles are of a different type, as has been noted, Seneca is included with Cicero and Pliny in four colleges, while Cicero, Pliny, Horace and Seneca are read together in two colleges. The epistles of St. Paul, St. Augustine, and St. Jerome are contrasted with those of Cicero and Pliny in three Catholic colleges.

Literary Criticism.--- It is one thing to read accounts of the relative merits and faults of Roman writers as judged by modern scholars; it is a more interesting experience to learn the evaluation of Latin literature by the classical Romans themselves. Cicero's Brutus, Horace's Ars Poetica and Quintilian's Institutio Oratoria are well-defined treatises on the characteristics of good literature.

Nine colleges offer a course in literary criticism. In addition to this course, Hunter College in New York⁴⁴ has a second course in Quintilian,

⁴⁴
Catalogue, Hunter College of the City of New York, 1948-1949,
 Series 48, No. 3, p. 70. New York: Hunter College, 1948.

devoted to his views on education in general. This is another portion of the Institutio Oratoria, the opening and closing chapters of the work.

Novel.— The novel was not represented in Latin literature until near the close of the Silver Age. Only two authors, Petronius and Apuleius, made an appreciable contribution in this field. There are more contrasts than similarities between the two writers. In the first place, only fragments of Petronius' work are extant—two incomplete books out of a possible sixteen in the original—while Apuleius' entire composition has survived. There is a decided vein of satire running through Petronius' story; in fact, the title given to it is "Satyricon," referring rather to the original meaning of the Latin satura than to the modern connotation of satire. Apuleius, on the other hand, is interested primarily in romance, and deals with the experiences of an intellectual, interested in magic, folk-lore, and religion.⁴⁵

The Roman novelists are met only rarely in undergraduate courses. Petronius is read in fifteen colleges; in four of these the course is shared with Apuleius. The selections most frequently read are the "Cena Trimalchionis" of Petronius, a ludicrous description of a banquet given by the newly-rich uneducated Trimalchio; and the Cupid-Psyche story of Apuleius.

Apuleius represents a new style in the Latin language, known as elocutio novella, which combined archaic, colloquial, and provincial elements. His language may be considered as a transition from classical Latin to the Latin of medieval times.⁴⁶

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Elizabeth H. Haight, Apuleius and His Influence, p. 38. New York: Longmans, Green and Company, 1927.

⁴⁶

J. Wight Duff, A Literary History of Rome in the Silver Age, p. 651. New York: Charles Scribner's Sons, 1930.

Medieval Latin.— Medieval Latin is a term applied to the literature of the period between the downfall of the Roman Empire and the revival of classical Latin in the fifteenth and sixteenth centuries. It included the writings of the Church, the speech of the masses, known as Vulgar Latin, popular tales, folk songs, drama, and chronicles. Vocabulary was changed and enlarged, constructions and word order were simplified. The numerous changes in orthography reflect differences in pronunciation.⁴⁷

The course in Medieval Latin normally includes representative selections from prose and poetry of the period. Anthologies which have been compiled have encouraged the adoption of courses in surveys of medieval literature, since texts of individual authors are difficult to obtain.⁴⁸ Forty-three colleges in this investigation offer undergraduate students an opportunity to study the literature of this post-classical age. In all instances the course is of a survey type, with special attention to variations from classical Latin.

Patristic Latin.— In fifty-two Catholic colleges and in seven non-Catholic institutions the readings in medieval Latin are confined to the Doctors of the Church or to the liturgy. In a few instances there are two distinct courses, medieval Latin and Church Latin. The latter course, which is given various titles, such as Patristic Latin, Ecclesiastical Latin, or Liturgical Latin, usually consists of selected readings from the principal Christian writers. Letters of instruction and encouragement to early Christians,

⁴⁷

Charles H. Beeson, A Primer of Medieval Latin, pp. 25-26. Chicago: Scott, Foresman and Company, 1925.

⁴⁸

Graydon W. Regenos, "The Field of Medieval Latin Literature," Classical Bulletin, 23 (October, 1946), 5-8.

refutations of heresies, explanations of dogma, and hymns are some of the materials studied in Patristic Latin.

The author studied most frequently is St. Augustine, whose Confessions comprise the entire subject matter of the course in eight colleges. St. Jerome, best known for his Latin translation of the Bible, is met through his letters, which treat of scriptural, ascetic, and devotional topics. Other writers usually included in the Patristic Latin course are the Apologists Tertullian and Lactantius; the Bishops St. Cyprian and St. Ambrose, who wrote homilies and treatises for the instruction of their subjects; and Pope St. Gregory the Great, whose ascetic works were composed for the inspiration and edification of clergy and laity.

In Catholic colleges the course places particular emphasis upon the Latin prayers of the Mass and other liturgical ceremonies. One of the most important objectives of Latin in Catholic institutions is an appreciation of the liturgy. Hence the Latin which the students meet throughout their lives in the Missal is the logical material for study in an ecclesiastical Latin course.

Senior Readings.— Forty-eight colleges offer a course in senior readings. It is impossible for any college to give its students a program which includes intensive study in all the important authors of Latin literature. Since the comparatively small number of students in the classics department necessitates an alternation of courses, the students will not all meet the same authors throughout the four years of their undergraduate study.

Another problem is met by students when they begin to prepare for comprehensive examinations in their senior year. They find that the courses they have pursued in their first three years have not all remained as vivid

in their minds as they would like. An over-view or summary of their work is necessary.

The course in senior readings, as exemplified at the University of Cincinnati, is designed to alleviate these two difficulties. All senior students majoring in the classics meet periodically to discuss the development of classical literature as they perceive it in their extensive readings in translation. In addition to this phase of the course, each student is assigned one author in which he has done little work, for intensive reading in the original. A member of the faculty directs the reading of each student in the manner of a tutorial. In this way the student has an opportunity to study those authors which he has not met previously, and at the same time integrate his knowledge of classical literature into a unified pattern.⁴⁹

To summarize conclusions regarding courses in Latin authors, there is a trend toward grouping literary works according to genre. The most frequently read authors are the poets Horace, Virgil, Plautus, and Terence, and the prose writers Livy, Tacitus, Cicero, and Pliny. Types of poetry represented are lyric, elegiac, epic, didactic, satiric, and dramatic. Prose writings include history, philosophy, and epistles. One-third of the colleges offer a course in prose and poetry, and in two-thirds of the institutions opportunity is given for a study of medieval or ecclesiastical Latin.

49

Personal interview with Dr. Malcolm McGregor, Associate Professor Classics and Ancient History, University of Cincinnati, October 17, 1949.

Greek Authors

Although the literature of Greece is much more varied and of greater literary value than that of Rome, the authors met in undergraduate classes are necessarily limited. As was stated above,⁵⁰ the study of Greek is ordinarily begun in college. The time which must be devoted to learning the rudiments of the language and the inexperience of the student in reading the literature are factors which prevent extensive reading in the original. Some reading is usually begun in the first year, but it consists primarily in selections and is pursued more for the purpose of drilling grammar and syntax.

Intermediate Greek.— The authors to be studied in the second year of Greek depend to a large extent upon the approach of the beginning course. Homer is met most frequently—in seventy-three instances, over half of the colleges offering Greek. Xenophon and Plato rank next with forty-five and forty-two courses respectively. Intermediate classes are introduced to New Testament Greek in thirty-three colleges. Instead of concentrating on one author, nineteen colleges use selections from Attic prose for reading material, and two additional ones give the students an introduction to Greek literature. Euripides is the most favored of the tragedians for the intermediate course, being introduced in nine colleges; comedy is met only once. In addition to the courses in Xenophon, history is represented by Herodotus in eight colleges, and Plutarch (historical biography) in one. Of the orators, Lysias is shown preference over Demosthenes, the former being found in six instances, the latter only once.

50

See p. 119.

Homer.-- The earliest type of literature found in most countries is the epic. Greece, one of the first nations to make a permanent contribution to the literary world is no exception to the rule. The two poems of Homer, the Iliad and the Odessey, represent the beginnings of European literature and the prototype of the epic.

The Iliad, a graphic description of events of the last year of the Trojan War, is in reality an account of the hero-warrior Achilles. This was the purpose of the author, as he states in the opening lines:

"O Goddess! sing the wrath of Peleus' son,
Achilles; sing the deadly wrath that brought
Woes numberless upon the Greeks...from the time
When the two chiefs, Atrides, king of men,
And great Achilles, parted first as foes." ⁵¹

The Odessey, equivalent to a modern sequel to the Iliad, traces the return of Odysseus from the scene of the Trojan War to his home in Ithaca and relates his numerous adventures in the course of the journey. ⁵²

In addition to the seventy-three instances in which Homer is read in intermediate Greek, thirty-nine colleges offer courses of a more advanced nature. Usually selections from both epics are read. The Odessey is preferred in eight of the twelve instances where one poem is studied to the exclusion of the other; sixteen colleges have two courses, one for each epic. Homer gives his readers an insight into the development of the Greek language and introduces them to one of the richest literary heritages of western civilization.

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William Cullen Bryant, The Iliad of Homer, Abridged Edition, p. 1. Boston: Houghton Mifflin Company, 1916.

⁵²

Raymond V. Schoder and Vincent C. Horrigan, A Reading Course in Homeric Greek: First Year Book, p. 150. Chicago: Loyola University Press, 1947.

Drama.-- Another outstanding contribution of the Greeks to literature was in the field of drama, particularly tragedy. The plays of Aeschylus, Sophocles and Euripides have been used as models by dramatists of all nations and all times. Their plots, their dramatic action, their characters live today in the original Greek plays, in translations, and in modern dramas based upon Greek forms.

A course in Greek tragedy is offered in seventy colleges of this study. When a choice must be made among the tragedians, Euripides is most frequently read. No college offers a course in Aeschylus to the exclusion of the other two; two colleges study Sophocles only, and six, Euripides only.

In twenty of the seventy colleges, the course is entitled "Greek Drama" and includes a discussion of comedy as well as tragedy. Aristophanes, a contemporary of Euripides, is the sole representative of what is known as Old Greek Comedy. Furthermore, he is the only comedy writer from whom any complete plays survive. Menander, his successor in New Greek Comedy, has left only fragments of his works. In addition to the twenty colleges which combine tragedy and comedy into a course in Greek drama, twenty-four institutions offer courses in the comedy, in which one of Aristophanes' plays is read. The most frequently read comedies are The Frogs, The Birds, and The Clouds. Selections from Menander's comedies are included in the course at the University of Nebraska,⁵³ and the University of Michigan devotes one

53

Bulletin, University of Nebraska, College of Arts and Sciences, 1949-1951, Series 54, No. 2, p. 48. Lincoln: The University, 1949.

semester to Aristophanes and one to Menander.⁵⁴

Greek drama, particularly tragedy, has made an important contribution to world literature as masterpieces to be read and enjoyed, and also as models to be imitated by later generations.

Lyric Poetry.— Greek poetry originated in song accompanied by the music of either the flute or the lyre. In giving this natural poetry literary form some poets turned to the composition of odes, designed for public performance, others resorted to more lyrical accounts of their personal feelings and experiences. In time the thought grew to dominate and the musical accompaniment disappeared.⁵⁵

Lyric poetry is studied in twenty-five colleges in this investigation. Selections from the best lyricists, such as Simonides, Sappho, Alcaeus, Anacreon, and Pindar are read and the history of Greek lyric poetry is discussed. Lyric poetry is combined with pastoral poetry in four additional colleges. The most celebrated pastoral poet is Theocritus, Virgil's model for his bucolics. A full semester course is devoted to Theocritus in five colleges. Besides the specific study of the various types of poetry, seven colleges offer a general course in Greek poetry, including lyric, elegiac, pastoral and dramatic poetry. Special emphasis is placed upon the more important writers of each type.

History.— The earliest prose worthy of a place in Greek literature

54

Announcement, College of Literature, Science and the Arts, University of Michigan, 1948-1949, Vol. 50, No. 20, Sec. 2, p. 78. Ann Arbor: Michigan: The University, 1949.

55

E. H. Weatherly et al, The Heritage of European Literature, Vol. I, p. 68. Boston: Ginn and Company, 1948.

was history. Herodotus, Thucydides, and Xenophon represent the various periods through which historical writings passed. Xenophon, the latest of the three, is met most frequently in the intermediate course. His Anabasis, a personal account of the march of a Persian pretender to seize the throne from his brother, is noted for its plain style and adherence to facts.⁵⁶

Another work of Xenophon which shares the intermediate course with the Anabasis is the Memorabilia in defense of the philosopher Socrates. Forty-nine colleges offer a course in Xenophon, forty-five of which are intermediate. The next historian in order of frequency is Herodotus, who has been styled the "father of history."⁵⁷ His accounts of the Persian Wars are read in twenty-one colleges, in all instances as advanced courses. Thucydides' history of the Peloponnesian Wars is also considered advanced work in the twenty colleges offering this course. In ten institutions Herodotus and Thucydides are studied together, and in five additional colleges the course entitled "Historians" includes selections from Herodotus, Thucydides and Xenophon.

Philosophy.— Just as Greek drama became the model for subsequent playwrights, so Athens made an enduring contribution to philosophical thought in the works of Plato and Aristotle. Of the Dialogues of Plato which are read in sixty-two colleges, the most popular are the Apology and the Crito. The former consists of the speech made by Socrates at his trial, the latter is an account of Socrates' refusal to escape from prison. These two dialogues are

⁵⁶

Cecil M. Bowra, Ancient Greek Literature, p. 147. London: T. Butterworth and Company, Ltd., 1933.

⁵⁷

Ibid., p. 123.

frequently read together, and in a few instances are supplemented by the Phaedo, a treatise on the immortality of the soul and an artistic portrayal of the death of Socrates. Plato's devotion to his master has done much to immortalize the tenets which Socrates taught. Thirty-six colleges use selections from this group of dialogues directly concerned with his trial and death, in which some of the older philosopher's most beautiful ideas are explained.

Socrates' influence is felt in all of Plato's writings. He is one of the principal speakers in the Republic, a discussion of the essence of justice, the organization of the perfect state and the duties of man as a social being. This dialogue, considered Plato's greatest work, is studied in twelve colleges. The remaining fourteen colleges make selections from the various dialogues.

Aristotle, Plato's disciple, is not met so frequently in undergraduate courses, although his influence on philosophy is immeasurable. One reason for this may be that all his extant writings are in the form of lecture notes, and are more valuable from a philosophical standpoint than as literature. His treatises on ethics, politics, and poetics are studied in thirteen colleges. The Poetics is the first extant example of literary criticism. Only his discussions of tragedy have remained, but they have exerted a deep influence upon subsequent criticism in European literature.⁵⁸

A late Greek writer who made use of dialogue as a literary form, and put philosophical thought to an unusual purpose is Lucian. His satirical

58

H.N. Couch, Classical Civilization: Greece, p. 464. New York: Prentice-Hall, Inc., 1946.

Dialogues of the Dead are read in only five colleges. Though his writings are far removed from the profound treatises of Plato and Aristotle, his wit and the philosophy underlying his satire accord him a place in the literature of Greece.

Oratory.-- Three distinctive types of oratory were developed by the Greeks: forensic, the type of speech delivered in law courts; political, speeches in the Assembly; and epideictic, formal orations pronounced in eulogy of the dead or in exposition of some general principle.⁵⁹ Although this branch of Greek prose literature is not offered in undergraduate courses as frequently as history and philosophy, all three types of oratory are represented in the speeches selected for study. Eleven colleges devote an entire semester course to Demosthenes, the most brilliant Athenian orator.

The only other Greek orator to whom a specific course is assigned is Lysias, the first to achieve distinction in this type of literature. Only three colleges offer courses in this orator alone; four others combine Lysias and Demosthenes. Selections from various Greek orators are read in six colleges in a course entitled "Greek Orators." Aeschines, Lysias, Isocrates and Demosthenes are usually chosen to represent this type of literature.

Prose and Poetry.-- Ten colleges offer a course designed to give students an acquaintance with various types of Greek literature. Since time does not allow for intensive work in all the principal contributions to Greek literature, a course in Greek prose or in prose and poetry introduces the students to the masterpieces at least. In seven colleges the course is limited

59

Ibid., p. 439.

to prose writers--historians, orators and philosophers. Prose and poetry are both included in three colleges; the authors studied depend upon the background and the interests of the class.

New Testament Greek.-- The study of Greek has a particular value for students of theology, and for all who desire to read the New Testament in the original. It has already been noted that eleven colleges offer courses in New Testament Greek only, and that this work may be counted as Religion credits in two colleges.⁶⁰ Forty-six colleges offer one or more courses in the New Testament together with the study of classical Greek. A student whose foundation in Greek is in the Attic or classical dialect must make special note of the changes which occurred in development of the Koine, the dialect of the New Testament.⁶¹ These variations from classical Greek are similar to those found between medieval and classical Latin. The Greek of the New Testament is relatively simple and easy to grasp, and the subject matter is unsurpassed in all literature.

Senior readings.-- Since the senior-readings course is limited to majors, it is not found so frequently in Greek as it is in Latin. Only twenty-four colleges offer this specialized study, and in most instances its primary purpose is to supplement the reading already done by the student. It is usually of an individualized nature, to allow each student to advance according to his ability and to study the authors or types of literature which were omitted during his first three years. The course is also designed

60

See page 120.

61

Raymond V. Schoder and Vincent C. Horrigan, Teacher's Manual to the Reading Course in Homeric Greek, p. 137. Chicago: Loyola University Press, 1947.

as an overview or an integration of the entire field of Greek literature.

A resumé of the data regarding courses in Greek authors leads to the following conclusions: Although Greek literature is more varied than that of Rome, fewer reading courses are offered, since most students do not begin the study of Greek until they enter college. Homer, Xenophon, and Plato are most frequently read in intermediate courses; types of Greek literature read in advanced courses, in the order of their frequency, are epic, philosophy, drama, New Testament, history, lyric poetry, and oratory.

Literature in Translation

No course in the classical language department has caused so much discussion as the recently adopted surveys of literature in translation. Those who oppose the movement do so on the grounds that no translation is a true representation of the original. Understanding a literary work is only the beginning, for it must be re-expressed in the translator's language, by means of words or word-complexes which will reproduce for the reader all that the artist was trying to say in his original.⁶²

On the other hand, many educators, including classicists, are convinced that courses in translation can be valuable for those who have no acquaintance with classical languages. They contend that it is better to give them translations than nothing at all. Even for students of classical languages, it is impossible to read as much as one would like in the original. To provide for intensive and extensive reading, the student should supplement

62

William A. Grimaldi, "Classical Literature in Translation?" Classical Bulletin, 23 (January, 1947), 25-26.

his reading in the original by reading in translation.⁶³

The fear that translation courses would completely replace reading courses has not been substantiated to the present time. Ohio State University reports large enrollments in translation courses, with no noticeable effect upon reading courses. The result is rather an incentive for at least a few students to continue their study of the classics.⁶⁴ At the University of Cincinnati students who are contemplating specialization in the classics are not eligible for the course in classical civilization, which includes literature in translation;⁶⁵ they do independent study in translation in the Senior Readings course, as was explained in an earlier section of this chapter.⁶⁶

Courses in Greek and Roman Literature in Translation are offered in eighty-four colleges in this investigation. There is considerable variation in the presentation of the material. The most prevalent practice, found in thirty-six colleges, is to offer one semester of Greek literature and one semester of Latin literature. Greek literature only is studied in ten colleges, and Latin literature alone in eight. Eighteen colleges offer a single course in classical literature in translation, treating Greek and Roman authors together according to genre. This is in accordance with the views of Harold Jaffee of Vanderbilt University, who gives three reasons for his preference:

⁶³

B. L. Ullman, "The Ancient Classics in Translation," Journal of General Education, 3 (October, 1948), 71-74.

⁶⁴

Personal interview with Dr. John B. Titchenor, Chairman of Classical Department, Ohio State University, September 23, 1949.

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Personal interview with Dr. Malcolm MacGregor, Associate Professor of Classics and Ancient History, University of Cincinnati, October 17, 1949.

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See p. 149.

1. The influence of Greece was always felt in Roman thought and writing.
2. Rome transmitted the combined heritage to the modern world.
3. In point of ethos or mores it is proper to consider Greece and Rome as a unit over and against Europeo-American Christendom.⁶⁷

Not only survey courses, but intensive study of certain genre is recommended by Frank Snowden of Howard University. Such courses should include epic, drama, history, and philosophy.⁶⁸ This procedure is carried out in twelve colleges of this investigation.

The commonly accepted view of the study of literature in translation is pertinently expressed in the following quotation:

General collegiate recognition of the acceptability of teaching foreign literature through translation would unquestionably bring acquaintance with the major classic authors to a wider group of students. What is lost in the translation is compensated by the higher measure of the total value of the author achieved through this reading.⁶⁹

Summary

The courses in the classical language curriculum contribute to three phases of a liberal education--cultural, linguistic, and literary. The offerings of the various institutions in this investigation vary from elementary and intermediate courses only in Latin and elementary courses alone in Greek to a sampling from every genre, including all the outstanding authors in the two literatures. Certain implications may be made from an examination

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Harold B. Jaffee, "The Classics' Dual Role," Classical Journal, 41 (February, 1946), 215-218.

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Frank M. Snowden, "Survey Courses in the Humanities and World Literature," Classical Journal, 41 (October, 1945), 25-27.

⁶⁹

Ernest H. Wilkins, The College and Society: Proposal for Changes in the American Plan of Higher Education, pp. 82-83. New York: The Century Company, 1932.

of the variety of courses found in different types of colleges. Latin is emphasized in Catholic colleges, Greek in other denominational colleges which offer pre-theological training. Twelve of the twenty-six colleges which do not offer a beginning course in Latin are Catholic colleges; this may be explained by the fact that Latin has held its position in Catholic high schools more firmly than it has in public schools. The larger colleges and universities have a fuller and more varied curriculum than the smaller schools; they have also been the leaders in introducing the cultural courses, such as classical civilization and literature in translation.

Classical culture and civilization may be considered the foundation for a true appreciation of the literature involved. Furthermore, since western civilization is to a great extent an outgrowth of the culture of Greece and Rome, an understanding of the forces which contributed to their greatness is a necessity for any well-informed student of modern society. Courses in classical civilization are found in the classical language department or the history department, and are in general open to students of all fields. The content of the course is of wider scope than the usual ancient history course. It includes considerations of such topics as art, literature, politics, economics, social institutions, and military achievements. In most instances selected readings of literature in translation are required.

The private life of the Greeks and Romans offers pertinent material for a study of ancient culture. The usual procedure is to conduct the course entirely in English, employing lectures, discussion, readings, and at times excursions to museums. The Greek and Latin historians and letter writers are most frequently consulted for first-hand information regarding every-day life in the ancient world.

A consideration which cannot be neglected in attempting to study classical culture in its true setting is mythology. The cult of the gods was all-important to the Greeks and Romans. Literature abounds in mythological allusions; social, political, and even economical life depended to a great extent upon the pleasure of the gods. A study of mythology is a necessary part of almost all reading courses; in addition to this, specific courses conducted in English and open to all students are offered in one-fourth of the colleges in this study. The religion of the ancient world is an essential phase of mythology; however, a few colleges find it advisable to make a special study of this topic.

Another background course open to all students is art and archeology. Monuments, buildings and other works of art reveal the culture of an era to a marked degree. Inscriptions on triumphal arches and tombs provide primary sources for historians. The accomplishments of nations are more accurately evaluated by a knowledge of their environment and of their material heritage.

All these courses may be of interest and of value to students who have no desire to learn the actual language of the ancient world. Studies of this nature are being given increased emphasis in liberal arts colleges throughout the country.

Elementary Greek and Latin and exercises in prose composition involve study of a more linguistic nature. The objective of such courses is proficiency in the mechanics of the language as an aid in more intelligent reading and appreciation of the classics. They are not an end in themselves. but rather a means to a true interpretation of Greek and Latin literatures.

Beginning courses in Latin have become a necessity at collegiate level only since the early decades of the twentieth century, when many

secondary schools discontinued the prescription of at least two years of Latin for graduation. Since it is the general practice in liberal arts colleges to accept Latin in fulfillment of the foreign language requirement, some provision must be made for students with no high school preparation in Latin.

A knowledge of the essentials of Latin grammar and syntax, and practice in reading literature are the goal of the elementary Latin course. There is a decided trend away from the use of "synthetic" Latin, with greater emphasis upon early reading of the classics themselves often in simplified form. An opportunity is afforded for Catholic colleges to make use of the prayers of the Missal and other liturgical Latin in the early reading of beginning students.

Practices in elementary Greek courses throughout the country are more diversified than those in beginning Latin. There are three distinct approaches to the study of Greek, all represented in the colleges in this investigation. The procedure of longest standing, a study of Attic Greek, prepares students to read authors of the classical period of Greek literature. Homeric Greek, which is increasing in popularity, is a preparation for the reading of the Iliad and Odessey. There is sufficient variation in the two dialects, Attic and Homeric, to warrant the separate treatment of the two. The problem is, which should be presented first. Proponents of Attic Greek assert that the richest store of literature is written in this dialect, and that variant forms found in Homer can be dealt with as they are met in the reading of the epics. On the other hand, advocates of Homeric Greek point out that Homer is the oldest Greek author and that by presenting his dialect first they are following a more logical pattern; the differences

between the two dialects should be seen in their proper perspective; that is, Attic Greek developed from Homeric Greek, and the variations are on the part of the Attic, not the Homeric. Another reason for preferring Homer is the subject matter involved. Most Attic Greek grammars make use of vocabulary and exercises based on Xenophon's Anabasis. Students are usually more interested in the type of material found in Homer's epics than in military campaigns. There is a movement at present to compile texts based upon other authors--the philosophers, orators, or dramatists. Until such texts are more readily available, Homeric Greek will continue to gain favor in elementary classes.

The third approach, New Testament Greek, is not so widely employed as the first two. It is found almost exclusively in denominational colleges which offer pre-theological training. The transition from classical Greek to the Koine, the dialect of the New Testament, is a logical one and presents few difficulties. Hence it is not necessary and in many instances not practical to introduce students to the Koine dialect before they have read classical Greek.

Prose composition in both Latin and Greek is designed to give students a more thorough knowledge of language technicalities and an insight into the linguistic make-up of classical masterpieces. The course in Latin composition has a further use, one of definite importance to prospective teachers. Advanced courses in reading allow little time for discussion of syntax and grammar. Yet a high school teacher must be well informed on such matters, and unless she has had specific training in composition she will be handicapped in her work with secondary school pupils.

The courses in prose composition are more than a mere review of rules. Detailed explanations of constructions are given, and exercises in the proper choice of words afford training in giving a more idiomatic interpretation of Greek and Latin authors. This is especially true of Latin, in which advanced work in prose composition is frequently offered. Advanced courses in Greek composition are rare, since almost all students begin their study of the language in college, hence are obliged to devote their entire first year to grammar. Another reason for the greater number of advanced courses in Latin composition than in Greek is the proportionately larger number of majors in Latin than in Greek.

Refresher courses in Latin are similar to prose composition, but have a specific purpose not mentioned above. They are designed for students who do not have sufficient background to begin advanced reading. Many students have an opportunity of studying Latin only two years in high school, and most frequently it is in their freshman and sophomore years. In the two years intervening they forget much that they have learned; thus the necessity of a refresher course for such students is apparent.

Courses in modern Greek are offered by four colleges in this study. Since modern dialects differ as markedly from classical Greek as the Romance languages do from classical Latin, there is need for special study of grammar, syntax and vocabulary. However, modern Greek literature is not of sufficient value to stimulate interest on the part of many students.

Linguistics include a study of etymology and of the historical development of the Indo-European languages. The former emphasizes the influence of Latin and Greek on the English language; the latter is concerned with phonology, morphology, and the relation of the language to literature and

civilization. Courses in etymology usually do not require a knowledge of Latin and Greek. In addition to a study of derivation of the general English vocabulary, special work in scientific or medical terminology is available in a few institutions, particularly the larger universities. Study of the historical development of language has as a prerequisite some knowledge of a foreign language, and is designed primarily for students specializing in language and literature.

A survey of Latin or Greek literature fulfills a two-fold purpose. It may be introduced early in the student's program to provide an overview of the authors to be given special attention in later courses, or it may serve as a resumé or review at the end of his course of study to present a correctly proportioned picture of the entire scheme of classical literature. In Latin the course normally includes the literature from Ennius in the third century B. C. to the late empire in the second century A. D. Greek literature comprises a period of eight centuries from Homer, in the tenth century B. C. through the third century B. C. The Latin survey course is prescribed for Latin majors more frequently than any other course in the classics department. It usually consists of study and discussion of the history of Latin literature with reading of representative selections in the original. The Greek survey course of this type is less frequent; a more popular course deals with Greek literature in translation. The Greek survey fulfills a specific purpose which is not so necessary in the case of Latin; it is designed in some instances to acquaint students with authors not previously studied rather than to give them a resumé of Greek literature.

Translation courses are usually classified according to authors, although there is a trend toward grouping literary works in their appropriate

genre. In addition there are courses which include a reading of selections from various authors--prose, poetry, or a combination of the two. The latter is frequently recommended as an introductory course in college Latin. It differs from the survey course in one important respect; the survey is concerned with the development of the literature and with the authors themselves, while the prose and poetry course places emphasis rather upon content and is designed to acquaint students with the various types of literature exemplified by the classical authors.

Latin poetry embraces six fields--lyric, elegiac, epic, didactic, satiric and dramatic. Each type has its own exponents, and is represented in the curriculums of classical language departments throughout the country. The most frequently read Latin poet is Horace, with the comedy writers, Plautus and Terence, in second place. Virgil also ranks high, especially if consideration is given to the intermediate Latin course, which is the equivalent of third and fourth year high-school Latin, when Virgil is normally studied. The Latin prose writers devoted their efforts to philosophy, history, oratory, epistles, literary criticism and the novel. History, philosophy and epistles are the most popular courses on the undergraduate level. The first of these is represented by Livy and Tacitus, the second by Cicero, and the third by Pliny and Cicero. Oratory is confined almost exclusively to the intermediate course; literary criticism and the novel are frequently postponed to graduate study.

In addition to classical Latin, attention is directed in a large number of colleges to Medieval Latin. The courses are conducted in surveys, with reading and study of selections from the prose and poetry of the period. In most Catholic colleges this study is limited to ecclesiastical or

liturgical writings, with special emphasis upon the Latin of the Mass or upon the works of the Doctors of the Church.

Although Greek literature is more varied than that of Rome, fewer reading courses are possible even for concentration than in the case of Latin. The reason for this is found in the fact that most students do not begin their study of Greek until they enter college. Thus students are inexperienced in reading Greek literature, and must ordinarily proceed more slowly than in the study of Latin. Courses in prose and poetry are likewise less frequent in Greek, because of difficulties in adjusting to different types of literature in short periods of time.

The reading done in the intermediate Greek course depends to a large extent upon the approach used in the elementary course. Homer is studied in the second year in over half of the colleges in this investigation. Xenophon and Plato rank next, with New Testament Greek also holding a high rank.

In more advanced reading courses, poetry is represented by Homer's epics, the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, the lyrics of Sappho, Alcaeus, Pindar, and the pastoral poetry of Theocritus. The masters of prose literature read by college students include the historians, Herodotus, Thucydides and Xenophon, the philosophers, Plato and Aristotle, and the orators, Lysias and Demosthenes. For students of theology especially, the New Testament offers excellent material for the study of Greek.

Just as the prose and poetry course provides an overview for the student beginning his study of the classics, a course entitled "Senior Readings" helps him to unify the material he has met and evaluate it with greater precision. The course fulfills another important purpose, supplementing

the reading already done by at least an acquaintance with the authors not studied intensively. In Greek, this objective is of primary importance, since the number of authors read in undergraduate work is necessarily limited.

A recent trend in classical language instruction has met with opposition from many classicists, but is rapidly gaining favor. This innovation is the survey of classical literature in translation. The objection that no translation can be of equal literary value with its original, and that the student loses much of the beauty or force of a masterpiece by relying upon another's interpretation of it, is met by the assertion that it is better to read the classics in translation than not to read them at all. These courses have not replaced reading courses, as many feared, but have rather been an incentive to further study of classical languages themselves and of literature in the original.

A consideration of the courses available to students of Latin and Greek in the 186 colleges of this investigation reveals that there is opportunity for a well rounded and diversified program of studies for any student interested in classical languages and literature, whether it be from a cultural, linguistic, or literary standpoint. There are provisions for students who desire to begin the study of either language, as well as for those who are prepared for more advanced work. The classics may be studied in the original or in translation. The technicalities of language and the influence of one tongue upon another are explained and developed for the linguistic-minded student. And finally, those who are interested in the cultural heritage of Greece and Rome may work in these fields, even though they have no knowledge of the classical languages themselves.

CHAPTER VII

TEXTBOOKS IN CLASSICAL LANGUAGES AND LITERATURE

One of the best indications of the status of any subject in the curriculum is the number of suitable textbooks available for study and research. The purpose of this chapter is (1) to give an account of the number of books available in the various fields of classical language study, and the range of copyright dates, as an indication of the type of courses receiving most emphasis at the present time; and (2) to review the subject matter included in these books to show trends in the organization of course offerings.

Texts in Classical Culture

Table 5, which summarizes available textbooks in classical culture, reveals the tendency to study the broad field of civilization rather than more specific topics, such as private life, mythology, and archeology. Recent books include all phases of ancient life in one volume, to be studied or presented to the class in the comprehensive course in classical civilization. Good use is made of the results of excavations for illustration and clarification of reading material. Books in this field are usually designed for students with little or no knowledge of ancient languages.

Civilization.— Twenty-eight publishing companies print textbooks suitable for civilization courses. Features of the latest books are extensive use of archeological discoveries for illustration, and of excerpts from classical literature in translation to exemplify the ideals and tenets of the

TABLE 5

TEXTS OF CLASSICAL CULTURE IN PRINT 1949-1950

	Civilization	Private Life	Mythology	Art and Archeology
Allyn and Bacon	4	2	1	1
American Book Company	1		2	
Appleton-Century-Crofts			1	
J. J. Augustine				1 -
Columbia University Press	2	1	1	
Crowell	1			
Dutton	1		1	
Farrar and Rinehart	1			
Harcourt, Brace	1			
Harper	2			1
Harvard University Press	3			2
Heath	1			
Houghton-Mifflin	2			
Johns Hopkins University Press	2			1
Knopf	1			
Little, Brown and Company			1	
Longmans, Green and Company	1	2		
Macmillan and Company	9			3
McGraw-Hill Book Company	2			
Metropolitan Museum of Art				3
Norton	3			
Numismatic Review		1		
Oxford University Press	20	2	2	9
Pantheon Press	3			
Penguin Press	1			
Prentice-Hall	2			
Putnam Press	1			
Princeton University Press	2			
Rand McNally		1		
Rinehart and Company	1			
Ronald Book Company	1			
Saunders	1			
Scott Foresman		1		
Silver-Burdett			1	
Simon and Shuster	1			
Stechert Hafner				1
University of California Press				1
University of Chicago Press	2			1
University of Pennsylvania Press	1			1
Yale University Press	1	1		1
TOTAL	74	11	10	26

Greeks and Romans. These texts are broader in scope than ancient histories. They include a wide range of topics--physical geography, political development, conquests and expansion, literature, art and archeology, social and economic life, religion, and finally, the influence of ancient civilization upon later cultures.¹ A few books are limited to one of these phases,² but most of them give a survey of the entire field.³

Reference books suited for libraries rather than for the individual use of the students provide material for further study and individual reading. University presses are especially represented in this type of work, publishing among other writings the results of research carried on in the university itself.

An examination of classical civilization texts and reference books reveals that ample material is available for students desiring not only a survey of the many fields which contributed to the culture and political development of classical civilization, but also a fuller, more comprehensive study of the forces which brought about the rise and fall of these empires.

Private life of the Greeks and Romans.-- Only eight publishers print texts dealing with the every-day life of Greece and Rome. The topic

1

Cyril E. Robinson, Hellas: A Short History of Ancient Greece. New York: Pantheon Books, 1948. Pp. 201.

2

H. J. Haskell, New Deal in Old Rome, Revised. New York: Alfred A. Knopf, 1947. Pp. xii / 258.

Andrew R. Burn, Alexander the Great and the Hellenistic Empire. New York: Macmillan Company, 1943. Pp. xiii / 297.

Joseph B. Gittler, Social Thought Among the Early Greeks. Athens: University of Georgia Press, 1941. Pp. xii / 272.

3

Herbert N. Couch and Russell M. Geer, Classical Civilization: Greece and Rome. New York: Prentice-Hall, 1946. Two volumes.

is usually included in ancient civilization texts, but the treatment is necessarily sketchy and superficial.

Archeological findings play an important part in private life texts. The excavations at Pompeii have brought to light entire homes, statues, frescoes, and smaller objects which have all been preserved in a remarkable manner. When a student looks at pictures of these objects he knows that they are authentic and not merely replicas of what scholars have conjectured might have been in vogue in ancient times. Authors have made excellent use of these materials; one text, which has been considered a standard work on Roman private life, has over three hundred such illustrations, ranging from small figures of coins to full-page pictures.⁴

Mythology.-- Textbooks of mythology stress the influence of tales about the deities upon literature of all ages, classical and modern. Of the ten available books, the only one which has been published since 1940 is a handbook of classical mythology in which the material is presented in encyclopedic form.⁵ In this as in the other texts, references to works of literature and art are added wherever possible. For the colleges which offer special courses in Greek and Roman religion, five books are available. They range in publication date from 1923⁶ to 1947.⁷

⁴ Harold W. Johnston, The Private Life of the Romans, Revised. Chicago: Scott, Foresman and Company, 1932. Pp. 430.

⁵ George Howe and G. H. Harrar, A Handbook of Classical Mythology. New York: F. S. Crofts and Company, 1942. Pp. vii + 301.

⁶ Walter W. Hyde, Greek Religion and Its Survivals. New York: Longmans, Green and Company, 1923. Pp. ix + 230.

⁷ Harold Mattingly, Man in the Roman Street. New York: Numismatic Review, 1947. Pp. xx + 166.

Art and archeology.— Topography, architecture, sculpture, and painting are all included in the study of art and archeology. Correlation with literature and with modern art characterizes the more recent texts. Here again, articles on excavations provide interesting and informative material for class discussion. An example is an article in the Classical Journal of February, 1948, describing the excavation of a large statue in Italy. Full-page illustrations give a step-by-step explanation of the procedure followed in such projects.⁸ The Classical Journal, Classical Philology, and American Journal of Archeology are a few of the possible sources of contemporary studies of classical antiquities.

Trends in the publication of texts for courses in the cultural field show a preference for the study of the comprehensive field of civilization rather than the narrow topics of social life, mythology and art. There is a decided tendency toward correlation of the various phases of classical culture--the role of mythology in art and literature, use of works of art to exemplify social and domestic institutions, relationship of art and literature and their influence upon later periods. The texts follow the primary purpose of courses in this field in contributing to the program of general education.

Grammar and Linguistics

Books in the linguistic field, as indicated in Table 6, include elementary texts, prose composition, etymology, and history of language. Beginning texts are carrying out the recommendations of the Classical Investigation

⁸

"Discovery," Classical Journal, 43 (February, 1948), 286-291.

TABLE 6

PUBLISHERS OF TEXTS OF LATIN AND GREEK GRAMMARS AND LINGUISTICS
IN PRINT 1949-1950

	Elementary Latin	Elementary Greek	Modern Greek	Latin Composition	Greek Composition	Latin Grammar	Greek Grammar	Etymology	Linguistics
Allyn and Bacon	4	2		2	2	1	1		1
Allyn, James and Company								1	
American Book Company								1	
Appleton-Century-Crofts				1					
Cosmos Greek-American Printing			1						
D. C. Divry			1						
Dutton								1	
Ginn and Company	2	1				1	1		
Harcourt, Brace								1	
Harper								1	
Harvard Univ. Press		1							
Heath	1	1				1		1	
Herder		1							
Hoeber								1	
Holt			1						
Linguistic Society of America									4
Longmans, Green	1			1	1	1			
Loyola Univ. Press	1	1		1					
Macmillan	1	6		3				1	
Marshall, Jones								1	
Modern Age Books									1
Noble and Noble	1								
Norton									1
Oberlin College *									1
Oxford Univ. Press	2	2	1	3		1			2
Philosophical Library									1
Prentice-Hall	1							1	
Rife, John *		1							
Scott Foresman	1	1							
Spelman *								1	
Stechert			1						
Transatlantic Publishing Co.			1						
Ungar			1						
Univ. of Chicago Press			1						
Univ. of Connecticut								1	
Univ. of North Carolina Press								1	
Vanderbilt Univ. Press								1	
Wiley and Sons								1	
Worzalle Publishing Company								1	
Yale University Press									1
TOTAL	15	16	8	11	3	5	2	16	12

* Private Publication

regarding word study and emphasis on classical culture, use of simplified selections from the classics for reading material, and wider representation of ancient authors. Prose composition, both Greek and Latin, has suffered greatly from the decline of classical language study, as evidenced from the paucity of texts. An increased interest in word study is demonstrated by the number of recent texts in etymology.

Beginning Latin.--- Most of the elementary Latin books are written primarily for high school students, although they can be adapted to college use.⁹ These books are included in the lists of college texts of several publishing houses. Most of the beginning Latin texts have been written or revised since 1930, and are a product of the recommendations made in the Classical Investigation, particularly with regard to English word study and classical culture. Emphasis is placed upon reading Latin; for this purpose continuous reading matter is introduced early in the texts, and supplementary readers provide further material for acquiring this skill. In a book designed specifically for college classes¹⁰ this reading material consists of simplified selections from classical authors, affording students the satisfaction of knowing that they are reading true Latin written by the Romans themselves. In this text and several other recent publications vocabulary is compiled from the reading material instead of the older procedure of preparing a vocabulary, usually based on Caesar, and composing sentences from this list of words. This is another step forward in the attempt to introduce students as early as

9

Personal interview with Dr. John B. Titchenor, Head of Classics Department, Ohio State University, September 23, 1949.

10

E. L. Hettich and A. G. Maitland, Latin Fundamentals, Revised. New York: Prentice-Hall, Inc., 1934. Pp. xvi + 389.

possible to classical authors.

A practice in all beginning Latin texts is the presentation of the fundamental concepts of general grammar before introducing students to Latin constructions. This is a necessity today, since many students have little knowledge of the grammatical structure of English.

Since Latin has a special function in Catholic schools, five beginning texts are designed especially to fulfill this objective of better understanding of the liturgy. One of these is of the conventional type, with a large proportion of the reading material taken from ecclesiastical Latin, to acquaint students with the "most precious portion of the literary heritage preserved in the Latin tongue--Sacred Scripture and the contributions of Church writers."¹¹ The other four texts are based exclusively on the liturgy. In reply to objections that students using these texts would be handicapped in later reading of classical authors, testing programs were carried out with paired groups. Classes which had studied Missal Latin compared favorably with those which had used standard elementary texts. The number of students was too small to make generalized statements, but the results indicated that little or no difficulty should be anticipated for students of ecclesiastical Latin.¹²

Beginning Greek.-- The texts in elementary Greek are more advanced in presentation of the material than beginning Latin books. This may be

¹¹

Announcement, "Henle Latin Series." Chicago: Loyola University Press, 1945.

¹²

E. J. Baumeister, "Whither High School Latin?", Catholic Educational Review, 41 (November, 1943), 520-528.

explained by the fact that Greek is taught in very few high schools at present. A significant difference between beginning texts in Greek and in Latin is the tendency to presume a knowledge of grammar and syntax rules on the part of those beginning the study of Greek. It is more or less understood that a knowledge of the fundamentals of Latin should precede a study of Greek.

The primary objective of the books recently written or revised is ability to read Greek literature with appreciative understanding as early as possible. The newer texts differ from their predecessors in simplified presentation of grammar and syntax and early introduction to selections from Greek writers. There is a definite trend in the texts published in the last two decades toward preparation not only for Xenophon, but for other classical authors as well.

Although few colleges offer courses in modern Greek, eight texts are available. Two of these are published by Greek-owned printing companies, with special interest in disseminating a knowledge of modern Greek. All the texts stress the spoken language.

Latin and Greek grammars.--- The purpose of grammars, with their complete and systematic explanation of constructions and rules of syntax, is to clarify passages met in literary works. Copyright dates of four standard Latin grammars to which references are made in annotated editions of Latin authors range from 1894¹³ to 1918.¹⁴ Only one has been revised as late

¹³

B. L. Gildersleeve and G. Lodge, Latin Grammar, Revised. Boston: D. C. Heath and Company, 1894. Pp. x + 550.

¹⁴

C. E. Bennett, New Latin Grammar. Boston: Allyn and Bacon, 1918. Pp. 304.

as 1936.¹⁵ Greek grammars are even less numerous. Of the two in print, one contains only the essential elements of the language;¹⁶ the other is a thorough, detailed study of all aspects of the Greek language and its various dialects.¹⁷

Prose composition.— Eleven texts in Latin prose composition are in print. One of these was published in 1942,¹⁸ another underwent a second revision in 1936;¹⁹ the remaining books are all products of the decade 1920-1930. Presentation of material varies from emphasis upon the relationship between English and Latin to drill in fine points of Latin style. Special aids for prospective teachers are included in one of the texts.²⁰

The paucity of courses in Greek prose composition is attested by the scarcity of texts. Only three books are in print. One is a 1950 revision of an older text;²¹ the other two were published before 1900. Ten Greek prose composition texts published in the early 1900's are out of print, but are still available at the large used-book companies.

15

J. H. Allen, Elementary Latin Grammar, Revised. New York: Oxford University Press, 1936. Pp. 224.

16

Francis M. Connell, Short Grammar of Attic Greek. Boston: Allyn and Bacon, 1919. Pp. vii / 196.

17

William Goodwin and Charles Gulick, Greek Grammar, Revised. Boston: Ginn and Company, 1930. Pp. xxvi / 472.

18

C. J. Vincent and J. F. Mountford, An Outline of Latin Prose Composition. New York: Oxford University Press, 1942. Pp. 240.

19

J. F. Mountford, Bradley's Arnold Prose Composition. New York: Longmans, Green and Company, 1938. Pp. xi / 443.

20

H. C. Nutting, College Latin Composition. Boston: Allyn and Bacon, 1922. Pp. v / 99.

21

A. R. Sedgwick and F. J. Mountford, Greek Prose Composition, Revised. New York: Longmans, Green and Company, 1950. Pp. 288.

Etymology.-- The interest of students in the foundations of their mother tongue can be satisfied by the books on etymology which have been published within the past ten years. Of the sixteen books in print, nine are general in character, while seven place special emphasis on medical and scientific terminology. The topics which are treated are etymological analysis of words, vocabulary study, word formation, synonyms and antonyms, and semantic change.²² All of these texts are designed for students with no knowledge of classical languages, and have as their primary aim the enrichment of the student's English vocabulary, for general or professional purposes.

Linguistics.-- Twelve texts are available for an historical study of language structure. Unlike the etymology texts, these books presuppose at least an elementary knowledge of Greek or Latin. They are written from the viewpoint of classical language study rather than development of an English vocabulary.

An examination of texts in grammar and linguistics reveals the trend of present-day authors to compile material for beginning courses and for a study of etymology and language structure. Prose composition, particularly in Greek, has suffered a decided decline, as indicated by the few books published within the past two decades.

Survey of Classical Literature

A striking example of the status of classical language texts is that of histories of Latin and Greek literature. The most comprehensive history of

22

Eli C. Burniss and Lionel Casson, Latin and Greek in Current Use, Revised. New York: Prentice-Hall, Inc., 1949. Pp. xi / 292.

Latin literature ever published in the United States was a two-volume set by Duff.²³ Although the books were written as late as 1932, they have been allowed to go out of print. A committee has been appointed by the American Philological Association for the express purpose of taking steps for their reprinting.²⁴ Only two histories of classical Latin literature are in print. A recent history of medieval Latin literature has made a valuable contribution to a field which has been neglected until the past few years.²⁵

Four histories of classical Greek literature are in print, all of them published since 1930. In addition to the general surveys, books dealing with individual authors, both Greek and Latin, are also available. These books are used for reference rather than as texts.

Classical Authors

Although the majority of undergraduate courses in the classics department deal with reading in the original, Tables 7 and 8 reveal that only four publishing companies carry a fairly complete series of Latin authors, and only two have a representative selection of Greek texts. Most of the annotated texts in print at the present time were published before 1930. The American Book Company and Century Publishing Company, which published

23

J. Wight Duff, A Literary History of Rome to the Close of the Golden Age. New York: Charles Scribner's Sons, 1932. Pp. xvi / 695.

J. Wight Duff, A Literary History of Rome in the Silver Age. New York: Charles Scribner's Sons, 1935. Pp. xiv / 674.

24

Alston H. Chase, "Classical Texts--A Report," Classical Outlook, 27 (February, 1950), 55.

25

Maurice Helin, History of Medieval Latin Literature, Revised. New York: William Salloch, 1949. Pp. v / 130.

TABLE 7

TEXTS OF LATIN AUTHORS IN PRINT 1949-1950

	Allyn and Bacon	Appleton-Century-Crofts	Catholic Education Press	Ginn	Hafner	Heath	Herder	Macmillan	Noble and Noble	Oxford Classical Text	Oxford University Press	Prentice Hall	Scott Foresman	Univ. of California Press	Univ. of Chicago Press	Univ. of Wisconsin Press	TOTAL
Caesar	2			1				1	1	1	4						10
Catullus				1				1		1	1						4
Cicero	4			3		1		10	6	2	8		1				35
Historians	2																2
Horace	5			1				13	2	1	2						24
Juvenal				1				1		1							3
Livy	1							11	1		4	1	1				19
Lucretius	1							3		1					1		6
Martial	1							1		1							3
Nepos	1							1	1	1							4
Ovid	2					1		12	2	2	2						21
Petronius											1						1
Plautus	3							6		1	7						17
Pliny	1				1	1		5	1		2						11
Propertius								1		1							2
Quintilian											1						1
Res Gestae						1											1
Sallust								5	1		2						8
Seneca the Elder														1			1
Seneca the Younger								3			1			1			5
Suetonius	2							1			1						4
Tacitus	1			1				6	1	3	4						16
Terence	1							3	2	1	4		1				12
Tibullus								1		1							2
Virgil	2			1		1		4	1	1	7		1				18
Medieval Latin	1												1		1		3
Patristic Latin	1		1	1			1					1					5
Prose and Poetry	2	1		1								1					5
Poetry	4					1					2						7

TABLE 8

TEXTS OF GREEK AUTHORS IN PRINT 1949-1950

	Allyn and Bacon	Appleton-Century-Crofts	W. J. Black	Fordham University Press	Ginn and Company	Harvard University Press	Herder Book Company	Macmillan and Company	Moody Press	Oxford Classical Texts	Oxford University Press	Scott Foresman	University of Chicago Press	TOTAL
Aeschylus								5		1	4			10
Aristophanes								6		1	2			9
Aristotle								1		4	3			8
Bucolic Poets								1		1				2
Demosthenes	3							3		1	1			8
Euripides								12		1	11			24
Herodotus								7		1	4			12
Historians	1													1
Homer	1	1			3			9		1	5			20
Lucian	1													1
Lyric Poetry				1		1					1			3
Lysias	1									1				2
Menander											1			1
Orators								1						1
Pindar										1			1	2
Plato			1		1			11		1	5			19
Plutarch								4						4
Sophocles								5		1	2			8
Thucydides								8		1				9
Xenophon	2			1				6		1	3	1		14
New Testament							1	4	1		3		1	10

texts of almost all Greek and Latin authors between 1900 and 1920, have allowed their entire series to go out of print.²⁶ Noble and Noble is doing the same with its Chase and Stuart series of Latin authors.²⁷ Catalogues of used-book companies list numerous texts no longer in print.

A reason for this situation may be the size of classes in the classics department. Even though most of the colleges do have a full program of courses in Latin and Greek, in general, classes are small. For this reason publishers do not feel justified in printing books for which there is little demand. The few books which are required by classes in the various colleges throughout the country can be obtained through used-book companies found in most large cities. There are some new editions of the more popular texts, particularly anthologies, but, on the whole, fewer contributions are being made in this field than in most phases of classical language study.

Anthologies of classical literature.-- Four Latin anthologies, with selections from all writers of importance, were published within a five-year period, from 1933 to 1938. The course in Latin prose and poetry has become prevalent in recent years, particularly for college freshmen.²⁸ Since few students continue their study of Latin far enough to attain a knowledge of many writers, these books have been designed to give them an acquaintance with the best Latin literature. Three anthologies of medieval Latin and three

26

Letter to the writer from William L. Reenan, American Book Company, Cincinnati, Ohio, dated July 6, 1949.

Letter to the writer from Alice B. Davis, Appleton-Century-Crofts, New York, dated July 8, 1949.

27

Letter to the writer from J. Kendrick Noble, President of Noble and Noble, Publishers, New York, dated July 27, 1949.

28

See p. 127.

of patristic Latin are also in print. Variations from classical Latin are explained in the introduction and in the notes.

The four available anthologies of Greek poetry, all published since 1930, have accompanying translations either with the text itself or in a companion volume. This gives evidence of the trend away from intensive reading of Greek authors in the original and increased emphasis upon content.

Individual authors.--- Most of the texts of Latin and Greek authors edited for college use provide an introductory account of the life, works, and style of the author, and notes to clarify unusual constructions. In most instances there are no vocabularies, except in texts intended for intermediate classes, such as Cicero and Virgil in Latin, Xenophon and Homer in Greek. The Oxford Classical Texts are printed without notes or commentaries of any kind.

The American Classical League has appointed a Committee on Classical Texts to investigate the texts available for the study of classical authors and to take measures to remedy the situation. The chairman reported in February, 1950, that the leading publishers, particularly Macmillan Company and Oxford University Press, are reprinting some texts. He characterized the situation in the following statement:

"The overall picture is somewhat brighter than it seemed a year ago, but we must still keep after the publishers if we are not to be deprived of the tools of our profession." 29

29

Alston H. Chase, "Classical Texts--A Report," Classical Outlook, 27 (February, 1950), 55.

Literature in Translation

If the original texts of classical authors are difficult to obtain, translations of these works are appearing in increasing numbers. The General Education movement, the Great Books movement, and the renewed interest in Humanities have prompted the publication of various anthologies as well as texts of individual authors, as is shown in Table 9.

A characteristic of these texts is the quality of the translations. Since they are intended to be literature books and not merely literal equivalents to be used as aids for reading in the original, translations by well-known English writers such as Alexander Pope, William Cullen Bryant, and Gilbert Murray are used.

Besides anthologies, the complete works of most of the classical authors have been published in individual volumes. The Loeb Classical Library is the only existing series of books which gives access to all the important Greek and Latin literature in convenient volumes, printed with an authorized text and an English translation facing each other page by page.³⁰ The best translation of each author is procured. The series, which was begun in 1912, is still in progress; most of the major authors have been completed and additions are being made as rapidly as possible.

Every type of classical literature in translation is available from a large number of publishers. The most popular works are the Greek dramas, with history and poetry in second place. Two small publishing companies are issuing volumes in Patristic studies, and an anthology of Medieval Literature

30

Catalogue: The Loeb Classical Library, p. 1. Cambridge: Harvard University Press, 1949.

TABLE 9

TEXTS OF CLASSICAL LITERATURE IN TRANSLATION IN PRINT 1949-1950

	Classical Anthologies	Greek Anthologies	Latin Anthologies	Greek Drama	Greek Poetry	Medieval Latin	Patristic Latin	Individual Greek Author	Individual Latin Author
Appleton-Century Crofts	1	1							
Walter Black									1
Blue Ribbon Books								1	
Caxton House				1					
Cima							1		
Cornell Univ. Press		1						2	
Cummington									1
Doubleday-Doran		1							
Dryden Press				1					
Hafner Library of Classics							1		
Harper		1							
Heath								1	1
Heritage Press								1	
Houghton-Mifflin		1						1	
Knopf					1				
Loeb Classical Library		1				1	3	61	43
Longmans, Green	1	1	1			1			
Macmillan								9	
Marshall Jones									1
Modern Library								1	2
Newman Bookshop							1		
Noble and Noble									1
Norton								1	
Oxford Univ. Press				2	2	1		15	9
Plimpton Press									1
Random House				1				1	
Salloch								1	
Scribner				1				1	
Sheed and Ward							1		
Translation Publishing Co.			1					12	13
Tudor								1	
University Bookstore					1				
Univ. of Chicago Press								1	
Univ. of North Carolina Press								1	
Viking Press		1						1	
Yale Univ. Press								1	
TOTAL	2	8	2	6	4	3	7	113	73

was published in 1949 by Longmans, Green and Company.

Texts of Greek literature in translation are more numerous than those of Latin. The same situation is met in courses offered in classical departments of colleges and universities. Two reasons for this preference may be given. First, Greek literature is superior to Latin in style and depth of meaning. Second, more Latin than Greek authors are read in the original, hence there is less need for reading them in translation.

Editors and publishers are performing a definite service both to classical study and to education in general by bringing Greek and Latin authors within the reach of all through translations. The classics are too important to be lost to the majority, but such would be the case if it were necessary to depend upon original texts. Literature does lose much of its beauty and force in translation, and reading in the original should be encouraged, but for the many who do not avail themselves of this opportunity, the scholarly translations of the classics which are published in convenient-sized volumes at the present time are a valuable means of obtaining knowledge of the literary masterpieces of ancient times.

Summary

A study of the catalogues of publishers of college texts gives a forceful indication of the status of classical language study at the undergraduate level. The type of books in vogue demonstrate the desire of students to learn something of the culture of the Greeks and Romans, to acquaint themselves with the influence of classical languages upon English, and to appreciate the masterpieces of Greek and Latin literature through translations. A study of the classical languages themselves has less appeal, if we may judge

from the evidence based on text-book lists.

Texts in Greek and Roman civilization differ from ancient history texts in the scope of the material. The former includes not only political, military, and economic developments, but cultural, artistic, and literary achievements as well. Authors of the more recent books make excellent use of the results of excavations for illustrations and for interpretation of data. This is a field in which new books or recent revisions of old favorites are readily available. It is also a field to which many publishers contribute.

Private life in Greece and Rome is given separate treatment beyond the material in civilization texts. The books are not of such recent date, however, and are far less numerous. Archeological discoveries play an important part in these texts also. The excavations at Pompeii and Herculaneum have been invaluable in reconstructing the daily life of the Romans.

Texts in mythology place particular stress upon mythological references in ancient and modern literature. The only book in this field which has been published since 1940 is a handbook of mythological characters. A few texts ranging in publication dates from 1923 to 1947 give special attention to the religion of the Greeks and the Romans.

Another field in which stress is laid upon the influence of antiquity upon medieval and modern achievements is art and archeology. Text-books in sculpture and classical art in general afford material for comparison of the various types of art. Of even greater assistance are the numerous articles in current classical periodicals dealing with discoveries of archeologists.

An examination of the available materials in classical culture, private life, mythology, and art reveals a definite trend toward integration.

The tendency to explain a nation's culture by its literature, the knowledge of private life and mythology gained by a study of artistic remains, the influence of mythology on art and literature all attest to the unifying principles which provide a coherent picture of classical antiquities.

A significant situation is found in the field of grammar and syntax. Here can be seen side by side numerous beginning texts which are modern and continuously undergoing revisions, and few prose composition books for advanced study of the language, with copyright dates ranging from 1924 to 1942.

Beginning Latin texts are for the most part designed for high school use. The books are used in college classes, however, and are included in the lists of college texts in publisher's catalogues. The recommendations of the Classical Investigation have been followed in recent texts and revisions of earlier editions. Emphasis is placed upon reading, with the introduction of real Latin selections as early as possible. Cultural background and derivation also receive special attention.

Five beginning Latin texts have been published especially for use in Catholic schools. The primary purpose of these books is to enable students to appreciate the Liturgy, particularly the prayers of the Mass. Transition to classical authors may easily be made by students who have used these texts; the essential difference is in reading material and vocabulary.

New and revised texts are also available in beginning Greek. As in the case of Latin, emphasis is upon early reading of Greek authors. There is a decided trend away from preparation for Xenophon's Anabasis in the later texts; the reading material consists of simplified selections from various writers. All three approaches--Homeric, Attic, and New Testament—are

represented in the texts published since 1947. Two texts written previous to 1905 are still in print. Other available books were published in the period between these two dates. Modern Greek texts stress the spoken language.

Latin and Greek grammars, which are necessary for ready reference in advanced courses, have undergone little revision. One Latin grammar was revised in 1936; the others were all published before 1920. Only two Greek grammars are available. The one, published in 1919, gives a brief, concise explanation of the essentials of Greek syntax; the other, revised in 1930, is more comprehensive and detailed.

Material for prose composition in both Latin and Greek is becoming increasingly difficult to obtain. Six college texts in Latin and two in Greek are in print. One of the Latin books is the latest in a series of revisions of a text originally written in 1862. The others, with one exception, were published between 1920 and 1930. The two Greek composition texts are of approximately the same date.

The change of emphasis from classical languages and literature for their own sake to their influence upon modern learning has resulted in extensive study of etymology. Some of the texts treat of words found in the general English vocabulary, while others are limited to scientific or medical terms. Both Greek and Latin derivatives are considered in most of the texts, although a few are limited to Latin alone. While these books presuppose no knowledge of classical Latin or Greek, texts in linguistics require a knowledge of at least the essentials of language structure.

Histories of Latin and Greek literature belong to the class of books which publishers are allowing to go out of print. The situation has become so

urgent that the American Philological Association has appointed a committee to take measures for the reprinting of Duff's Literary Histories of Rome, former Scribner publications. There are more reference books dealing with individual Greek and Roman authors than surveys of the entire field of either literature. This may indicate a tendency to dispense with an actual textbook in survey courses and require research work on the part of students.

The majority of undergraduate courses in the classics department deal with translation of Greek and Latin authors. Yet publishers are allowing entire series of Latin and Greek authors to go out of print, and few new texts have been contributed within the past twenty-five years. Only four publishers carry a fairly complete series of Latin texts, and two have a representative selection of Greek authors. Since few students enroll in Latin and Greek classes, publishers do not feel justified in printing books for which there is so little demand. Those which are needed can be obtained through used-book companies.

Several anthologies of Latin prose and poetry and of Greek poetry have appeared within the past decade. Other books, most of which were published before 1930, usually consist of a single work of an author, with introduction and notes except in the Oxford Classical Texts. A few books include vocabularies, but they are the exception in college texts. In addition to the literature of the classical periods, anthologies of medieval and ecclesiastical Latin are available.

More popular than the original Greek and Latin texts are the translations of the masterpieces of classical literature. These works may be obtained in recently published anthologies or in individual volumes. Greek authors are more numerous than Latin, particularly the dramatists and philosophers;

their influence upon the thinking and writing of subsequent eras is deeper and more cogent. Furthermore, Latin literature is read in the original by more students than Greek literature, hence there is more demand for Greek writings in translation.

Of the single volumes, the Loeb Classical Library is the most scholarly and most complete. It is still in progress, although most of the major authors have been translated. The books provide both the original text and a literary English equivalent on facing pages. Other publishers print translations of one or more of the classical authors but not in a uniform style such as is found in the Loeb volumes.

Translations are valuable whether they are grouped in anthologies or published as individual volumes, for many students would have no knowledge of the great heritage of classical literature without these aids. Reading in the original provides a satisfaction and a pleasure which are lost when the reader must depend upon another's interpretation of a masterpiece. Yet it is better to be acquainted with classical literature through the medium of translation than to be deprived of it altogether.

If the classics are to be retained for college study, their proponents must make every effort to revive an interest in them among publishers. The types of books which are appearing most frequently indicate that the study of the classics consists principally in cultural background, etymology, and literature in translation, with one or possibly two years beyond the intermediate level in the actual reading of the classical languages.

CHAPTER VIII

METHODOLOGY AND MEASUREMENT

The purpose of this chapter is to give a resumé of recommendations and suggestions offered by classical language instructors for classroom procedure and techniques. Reports of these recommendations have been obtained principally from periodicals of the decade 1940-1950, supplemented by college catalogues and materials obtained from classics departments. Consideration is also given to the problem of measurement, in terms of trends in course and comprehensive examinations, and availability of standardized tests. The third section deals with extra-curricular activities, discussing types of activities and the extent to which they are carried on in the colleges of this study. Included in this section is an account of Eta Sigma Phi, national honorary society for undergraduate students of the classics.

Classroom Procedure

Methods of instruction on the college level have received less attention than in the elementary and secondary schools; college students are considered mature enough to pursue their work with less reliance upon instructors. Studies which have been made to determine the relative effectiveness of various modes of presentation have not been conclusive in giving one method preeminence over another. Experimental studies have yielded varying results, in some instances favoring the lecture method, in others, discussion, project, or individual instruction. Questionnaires reveal that students themselves prefer a

combination of the various types, adapted to fit the need of the particular class periods.¹ Available evidence points to the conclusion that any instructional procedure is acceptable which will stimulate interest among the students, and promote educational achievement and intellectual growth.²

Although instructors are thus left somewhat to their own ingenuity to achieve the objectives set forth by their department, certain methods and procedures which have proved valuable are reported from time to time in educational literature. In the field of the classics, four types of courses require specific techniques—background courses, including civilization and literature in translation; grammar and composition; reading in the original; and honors courses.

Background courses.— Courses in this category comprise the contributions of the classics to general education. In some instances the work is done exclusively in the classics department but is open to all students;³ in other colleges it is an integral part of a comprehensive course in civilization, the study of each phase being conducted by an instructor in the particular department concerned.⁴ No knowledge of the languages themselves is required; lectures and extensive reading are the characteristic techniques involved.

1

Luella Cole, The Background for College Teaching, p. 326. New York: Farrar and Rinehart, Inc., 1940.

2

Carter V. Good, "Colleges and Universities: Methods of Teaching," Encyclopedia of Educational Research, Revised, pp. 273-277. Edited by Walter S. Monroe. New York: Macmillan and Company, 1950.

3

Horace W. Hewlett, "Amherst's New Curriculum in its First Year," Journal of Higher Education, 19 (October, 1948), 365-368.

4

George De Huszar, "The Function of Liberal Education in Modern Society," Education, 65 (September, 1944), 54-58.

The syllabus prepared for students of classical civilization at the University of Cincinnati exemplifies procedures prevalent in such courses. Four or five instructors participate in presenting the material, each developing particular topics which are all integrated into a continuous discussion of Greek and Roman culture. The subject for each class meeting is stated in the syllabus, with a list of required and recommended readings. Most of these readings are from literature in translation, supplemented by reference works in history, literature, and geography.⁵ This reading prepares students to participate in class discussions pertinent to the more formal lectures of the instructor. Similar procedures are adaptable to courses in private life, mythology, and art and archeology. Especially valuable aids are exhibits of classical art in the department itself, or excursions to museums.⁶ Colleges which are not fortunate enough to have access to either of these means can rely upon films and slides, which are being used to more and more advantage in college teaching. The field of the classics has been somewhat slow in utilizing audio-visual aids, but teachers are becoming cognizant of their value and are endeavoring to develop materials for use in colleges as well as secondary schools. An extensive list of available audio-visual aids and the addresses of companies handling the materials were published in the Classical Journal in 1948. The compiler of the list also describes numerous helpful techniques for using such material.⁷

⁵ Syllabus, Classical Civilization 35, 1949-1950. University of Cincinnati, Classics Department. Multigraphed.

⁶ Catalogue, Hunter College, 1948-1949, Series 45, No. 3, p. 73. New York: Hunter College, 1948.

⁷ Helen C. Gunter, "Audio-Visual Aids and the Classics," Classical Journal, 44 (November, 1948), 145-156.

The type of work most frequently pursued in the humanities courses or in the general education curriculum is the reading of literature in translation. A survey of articles relating to the presentation of such courses reveals that classical educators are agreed on the necessity of four cautions. First, the translations should be in good English, idiomatic, free, and understandable.⁸ Recently published anthologies and translations of individual authors are providing for this requirement. A second factor frequently stressed is that classical literature in translation should be taught by classics teachers, so that they can refer to the original work for proper interpretation when necessary.⁹ The advantage of this is apparent. No one can give what he does not possess himself. No one can explain the numerous references in Greek and Latin literature without a first-hand knowledge of the literatures involved. Instructors in classics departments have been too content to allow this work to be taken over by the English department, contending that they are concerned with reading in the original. Such a position is detrimental to the classics.

Since many students are interested in reading ancient literature in translation, but have no desire to learn the languages themselves, it is better for them to get at least an acquaintance of Latin and Greek masterpieces from classical scholars who are familiar with them in the original, than from instructors who themselves know them only from the translations. Foerster

⁸

B. L. Ullman, "The Ancient Classics in Translation," Journal of General Education, 3 (October, 1948), 71-74.

⁹

Kathryn Bowen, "On the Teaching of Greek Literature in English," Classical Journal, 36 (October, 1940), 20-34.

William E. Gwatkin, "The Classics in a General Humanities Course in College," School and Society, 71 (January 28, 1950), 49-51.

recommends that all teachers of "great literature" be prepared by at least twelve semester hours of Homeric Greek, with an additional twelve hours of Attic Greek if possible.¹⁰

The third caution is concerned with the scope of the reading. The course should not cover too much ground. It is better to concentrate on a few writings in their entirety than to study selections from numerous works.¹¹ Compilers of textbooks have followed this suggestion; although there are several excellent anthologies, individual works or contributions to a particular genre are more numerous. This allows the instructor to choose the materials he prefers to be read instead of depending upon the selections of an editor. It also allows more freedom for individual reading suited to the tastes of the students themselves.

The fourth suggestion, which has direct bearing upon general education, points out the advisability of linking the classics with subsequent periods of literature. Classical allusions in medieval and modern literature, and the use of mythological and classical terms in everyday life, add interest as well as practical value to the course.

Interdepartmental programs which utilize the materials discussed above are conducted in various ways in colleges throughout the country. One of the most comprehensive is in practice at Marygrove College in Michigan. In the junior and senior years seminar courses are conducted with allied departments grouped together. Classical and modern languages, English, and

10

Norman Foerster, "The Teacher of Great Literature," Journal of General Education, 1 (January, 1947), 107-113.

11

Van Johnson, "Great Books of Greece and Rome," Classical Journal, 41 (March, 1946), 277-278.

B. L. Ullman, "The Ancient Classics in Translation," Journal of General Education, 3 (October, 1948), 71-74.

speech form one unit. This group meets one semester with the sociology group, one with history, one with music, and one alone. Papers, reports, and discussions of problems comprise the work of the seminars.¹² Princeton's course, entitled "Western Tradition: Man and His Freedom," emphasizes cultural and historical development. In his report of the program, Murphy suggests other possibilities in the development of types of literature or literary criticism from ancient to modern times.¹³

For the Summer Session of 1949 several departments of the University of Michigan united to present a general program on the civilizations of ancient Greece and Rome. To supplement the courses which were offered by the departments of classics, history, philosophy, philology, archeology, and fine arts, a series of special lectures, exhibits, and a Greek drama were prepared. The object of this program is explained in the announcement of the University:

There is now a growing general interest in the civilizations of the Greeks and Romans. It is impatient of specialization and calls for an understanding of ancient cultures based upon all their forms. The fences of the specialists cannot be torn down, but it is advisable to make wide openings in them so that scholar and student may pass more readily from field to field and become better acquainted with the work in all.¹⁴

The interdepartmental program of the University of Chicago follows a similar plan, but is wider in scope. It is concerned not only with Greece and Rome, but with the history of culture and the study of civilization

12

Sister Francis Joseph, "Latin and the Integration Program at Marygrove College," Education, 65 (November, 1944), 149-151.

13

Charles T. Murphy, "The Job of Classical Education in Colleges," Classical Weekly, 39 (October 8, 1945), 11-13.

14

Civilizations of Ancient Greece and Rome. University of Michigan Official Publication, Vol. 50, No. 86. Ann Arbor: University of Michigan, 1949.

throughout the ages.¹⁵

Lecture and discussion are the recognized methods of conducting these background courses. The program is frequently completed by exhibits, dramatizations, and other projects which call for interdepartmental coordination.

Grammar courses.-- Since few students go beyond the intermediate level in Latin and Greek, it is becoming more and more necessary to conduct this study as efficiently as possible. Beginning courses for the most part can no longer be considered preparation for advanced reading. What the student will remember of the classics depends upon the material presented to him in these elementary courses.

Classics departments would find it profitable to follow the example of modern foreign language instructors, who have inaugurated intensive courses for beginners, from five to seven hours a week. Such a program is in effect at Trinity College in Connecticut with six hours a week devoted to the study of beginning Latin or Greek.¹⁶ Besides the apparent advantage of increased drill, actual reading of classical authors is possible earlier than in the traditional three-hour course. Cornell College in Iowa has organized a two-hour laboratory period of language study through which more attention can be given to individual students.¹⁷ Central State College in Oklahoma has found the laboratory work especially valuable for freshmen who have studied Latin

¹⁵ George De Huszar, "The Function of Liberal Education in Modern Society," Education, 65 (September, 1944), 54-58.

¹⁶ "Intensive Methods in Latin and Greek at Trinity College," Classical Journal, 43 (November, 1947), 108.

¹⁷ Mark E. Hutchinson, "What Can Latin Teachers Learn from the A.S.T.P.?" Classical Bulletin, 23 (October, 1946), 1-3.

in high school, but need a review of syntax.¹⁸ Recordings are utilized to advantage in such courses.

Emphasis upon the direct method in teaching modern foreign languages is reflected in the recommendations for oral Latin. De Witt, of the University of Minnesota, advocates the use of Latin conversation, characterizing it as "the familiar concept approach."¹⁹ Possible materials for such courses are Latin magazines, such as Auxilium Latinum and the translation of current news items into Latin. Questions about objects in the classroom can be introduced early in the beginning course. Limitations to this method, however, are apparent. There is an essential difference between ancient and modern foreign languages, in that the former are not actually used by any nation today, and hence have not developed vocabularies adaptable to modern times. The one exception is in theological studies in Catholic seminaries, where Latin is the language of the lectures, discussions, and textbooks. Even here it is late Latin, not the classical language which is used.

Stress is more frequently placed upon reading. The trend is to decrease the amount of syntax to the minimum required for intelligent reading.²⁰ This does not mean less drill on the essential paradigms and constructions. In fact, there is even more need for intensive training in the fundamentals

18

Jessie D. Newby, "Latin in the Small College," Classical Outlook, 21 (March, 1944), 53-54.

19

Norman J. De Witt, "The Familiar Concept Approach in Beginning Latin," Paper read at the Latin Institute of the American Classical League, Oxford, Ohio, June 17, 1948.

20

W. L. Carr, "Some Criteria for Evaluating Activities in a Latin Classroom," School and Society, 54 (August 2, 1941), 65-70.

Konrad Gries, "Greek at a Young College," Classical Weekly, 38 (January 8, 1945), 85-86.

of syntax today, since many students are deficient in English grammar.²¹

Syntax should be taught in the context, using actual quotations from classical authors as examples. The memorization of phrases, mottoes, and lines of poetry helps students to understand and remember grammatical constructions.²²

Vocabulary, another step toward intelligent reading, presents its own problems. One of the most effective aids in the acquisition of vocabulary is word study, which has two aspects. First, etymology helps students not only to develop a Latin or Greek vocabulary, but also to increase their store of English words. Beginning texts in both languages include well-organized word studies. However, care must be taken that students are not satisfied with the English derivative as the sole meaning of the Latin or Greek word. Stress must be placed upon the necessity of exactness in the meaning of words.²³ The second aspect of word study is the grouping of related words. This method of study is particularly useful for review.

Reading for comprehension is considered one of the most important outcomes of classical language study. Textbooks are organized with this in view, and educators lay particular stress upon this phase of instruction, recommending the reading of selections from classical authors early in the

21

Lucy Whitsel, "Old Wine in New Bottles," Classical Journal, 44 (February, 1949), 323-327.

22

Henry Phillips, Jr., "Greek in the Schools," Classical Weekly, 38 (December 11, 1944), 69.

Raymond V. Schoder, "Revitalizing Greek," Classical Journal, 41 (March, 1946, 254-265.

23

Clyde Murley, "Bringing Latin to a Focus," Classical Outlook, 27 (December, 1949), 32-33.

course.²⁴ To facilitate reading it is recommended that the instructor read aloud, grouping words in thought units, training students to follow this procedure. Film-strips which project passages on the screen are valuable aids in explaining this process of word grouping.²⁵

Suggestions for courses in linguistics emphasize training in recognizing relationships in word families. The study of component parts of words should not be an end in itself, but rather a means to provide students with a useful technique for vocabulary building.²⁶

It was noted above²⁷ that several colleges offer courses in etymology based on scientific or medical terms. This would not be practical for all institutions, particularly small colleges, yet in every group of students there will be a wide range of interests which cannot be met in a general course. A solution to the problem is a special laboratory period in which students may develop a vocabulary suited to their particular needs.²⁸

Grammar and linguistic courses in the classics department are being considered more and more as means rather than ends in themselves. They are designed to prepare students to read and appreciate literature, both classical

²⁴

Frederic M. Wheelock, "One Year of Latin in College," Classical Outlook, 22 (April, 1945), 68-70.

²⁵

Elizabeth Grone, "The Latin Teacher Looks at the A.S.T.P.," Classical Journal, 41 (January, 1946), 151-155.

²⁶

Mary L. Carlson, "Splendeat Usu," Classical Outlook, 24 (April, 1947), 71-72.

Francis O. Triggs, Remedial Reading: The Diagnosis and Correction of Reading Difficulties at the College Level, pp. 79-80. Minneapolis: University of Minnesota Press, 1943.

²⁷

See page 123.

²⁸

Frank M. Snowden, "Courses in Vocabulary," Classical Journal, 44 (October, 1948), 43-49.

and modern, and to develop their own style of expression.

Reading courses.--- The reading of classical authors in the original is seldom styled "translation" in current terminology. Changes in methods of conducting such courses are a direct outcome of the Classical Investigation, which stressed reading Latin as Latin, concentrating on thought rather than on individual words.²⁹

There is much controversy regarding the value of reading the classics of any foreign language in the original. An acceptable solution is offered by Thorp:

In some institutions and for certain persons it is better to teach directly the by-products of foreign languages, namely cultural transfers. But it is better for many other persons to take the cultural transfer from one language and its people rather than by the scattered coverage of the survey course. For certain others it is desirable and necessary to pursue study to a high skill of performance. And as the scope of performance increases, the greater is the social, the intellectual, and the aesthetic return.³⁰

No one can provide more authentic material for the study of the culture of a nation than those who actually lived during that period. Their writings provide an insight into the social, political, economic and intellectual development of their contemporaries.

With this principle in mind, classicists are more concerned today with what an author wrote than with the mechanics of the language through which he expressed his ideas. In other words, emphasis is placed upon the

29

Advisory Committee of the American Classical League, The Classical Investigation, Part I, p. 79. Princeton, New Jersey: Princeton University Press, 1924.

30

James B. Thorp, "Are Foreign Languages Tool or Cultural Subjects?" Educational Research Bulletin, 25 (October, 1946), 183-190, 198.

content of masterpieces rather than upon detailed study of syntax. Some drill is necessary for an understanding of the classics, but this drill should be considered a means, not an end in itself. If students are at least fairly familiar with the vocabulary of a particular author, they should be able to comprehend the meaning of passages without word-by-word translation. Reading the selection aloud with the proper phrasing facilitates this. The instructor should read for the students at times, to assist them in grouping words. Instead of literal translation, Lanforth of the University of California, requires students to give the ideas of the passage with the book closed.³¹ Skiles, of the University of Kentucky, suggests giving the students comprehension questions on the selection before they have prepared the assignment. This gives students something definite to work on. The questions should be rather detailed so that students will not be satisfied with a hazy understanding of the passage. They may be in English or Latin, although the latter is preferable.³²

Another factor in reading is the meaning of words. Students should be taught to get the shades of meanings in various words and phrases; they must not be satisfied with the first translation they meet in the dictionary, but should study the passage and get the true meaning of it.³⁵ Couch, of

31

Ivan M. Lanforth, "More Against Overworking Translation," Classical Weekly, 37 (April 24, 1944), 207-208.

32

J. W. Skiles, "The Making and Use of Comprehension Questions," Classical Journal, 36 (December, 1940), 179-183.

33

Arthur W. Hodgman, "For Adequate Translations," Classical Journal, 38 (January, 1943), 238-243.

Donald A. McKenzie, "Meaning and Translation," Classical Outlook, 25 (December, 1947), 25-26.

Brown University, has found it advisable for the instructor to give a rapid translation of the work assigned.³⁴ Other instructors advocate allowing students to use translations in preparing their work, but they must be taught to use them correctly, namely, as aids in understanding the meaning of the passage.³⁵ The Loeb Classical Library is excellent for this purpose, since the original text and the English translation are on facing pages. Another use of translations is to give a connected idea of the entire work when only selections can be read in the original, or for collateral reading of other writings of the author. Three colleges in this investigation follow this procedure.³⁶

Some texts of classical authors present simplified versions of the original. Dow, of Harvard University, does not approve of this practice. He is convinced that, although the students meet more difficulties in reading the original text, there is greater satisfaction in knowing that they are reading exactly what Livy or Tacitus or Plato wrote.³⁷

The ability to read the classics intelligently, even in their original

34

Herbert N. Couch, "Translation in the Classics," Journal of Higher Education, 17 (October, 1946), 351-358.

35

William A. McDonald, "Experiment with Cicero's De Natura Deorum," Classical Journal, 44 (November, 1948), 160-164.

J. W. Skiles, "Activities for Learning to Read Latin in the Latin Word Order," Classical Journal, 41 (October, 1945), 28-32.

36

Bulletin, Muhlenberg College, 1948-1949, p. 98. Allentown, Pennsylvania: Muhlenberg College, 1948.

Bulletin, Southwestern at Memphis, 1949-1950, Vol. 36, No. 2, p. 73. Memphis, Tennessee: Southwestern College, 1949.

Bulletin, Western Reserve University, 1948-1949, Vol. 52, No. 3, p. 71. Cleveland, Ohio: Western Reserve University, 1949.

37

Sterling Dow, "Greek after the War," Classical Weekly, 38 (December 11, 1944), 69-71.

form, is aided considerably by extensive sight translation. The value of this type of study is recognized by many educators. It is considered as a means of teaching students to read and learn the language, not just the particular author studied. If college students are required to do sight translation, they will develop an ability to concentrate on the thought rather than on individual words. Bilingual texts are suggested for this reading. This method is especially effective in history of literature courses where extensive reading of the various authors should be done.³⁸

In addition to the bilingual texts, another valuable method is to project a passage for sight reading on the screen. This holds the attention of the class, and enables the instructor to point out the difficulties more readily. It also facilitates indicating thought units, which is an important procedure in training students to read for comprehension.³⁹

Poetry presents its own difficulties. An important part of every poetry course is practice in reading according to rhythmic patterns. A valuable aid has been recognized in the recorder. The student may listen to the reading of a classicist and attempt to imitate him, or he may make his own recording and listen critically to the results.⁴⁰

There are other phases of a reading course which should not be neglected. Pertinent material in Greek or Roman civilization, mythology, or

38

R. W. Mulligan, "Sight Reading and Language Study," Catholic Educational Review, 42 (January, 1944), 41-43.

39

Dorrance S. White, "The Lantern and Sight Reading," Classical Outlook, 23 (April, 1946), 68.

40

Robert F. Brown, "Latin Recordings," Classical Outlook, 25 (October, 1947), 5-6.

Robert E. Lane, "Wire Recorders for Latin and Greek," Classical Journal, 44 (February, 1949), 343-344.

literary style assigned and discussed in class forms a necessary background for a full appreciation of any writing. Regular class periods should be allotted to such work.⁴¹ Another procedure especially useful for integration is the collection by the students of parallel passages from other authors in Latin, Greek, English or modern foreign language.⁴² Again, stress is laid upon the thought of the authors. Such a procedure impresses upon students the debt which later authors owe to the classics, as well as the universality of ideas. A similar plan is to encourage students to report in class any allusions to classical writers or their works found in their reading of modern literature.⁴³

Reading courses are concerned primarily with the message the author proposed to impart and his stylistic tendencies rather than with grammatical constructions. The goal is aesthetic appreciation. Extensive reading is required, including prepared assignments, sight reading, and reading in translation. This affords students a coherent knowledge of the various authors and of the entire field of literature, and develops in them a sense of the classical tradition which is the basis of subsequent literatures.

Honors Work.-- It is a fact almost universally accepted that ordinary college work does not provide sufficient stimulation for the superior

⁴¹

George N. Conklin, "Note on an Experiment with Homer," Classical Journal, 44 (November, 1948), 164.

Herbert N. Couch, "Translation in the Classics," Journal of Higher Education, 17 (October, 1946), 351-358.

⁴²

E. S. McCartney, "Collecting of Literary Parallels as a Student Activity," Classical Journal, 40 (December, 1944), 183-192.

⁴³

A. W. Reese, "Enlivening References," Classical Journal, 38 (January, 1943), 243-246.

students.⁴⁴ The most widespread plan to alleviate this situation is honors work. Since the practice is relatively new, the number of schools which have adopted it is still small. Forty-eight of the 186 colleges in this investigation make some provision for superior students. The type of work required varies, including independent reading and research, special courses, tutorials, and the preparation of a thesis. In most instances the special work is done in the major field, and merits for the student the distinction designated as "departmental honors."

Honors work is usually limited to the junior and senior years. Syracuse University in New York includes the sophomore year in the program,⁴⁵ and Southwestern in Tennessee has a few tutorials for select sophomores of high standing.⁴⁶

Thirty-three colleges in this study provide opportunities for independent study and research for superior students. An average of B is the general requirement for registration in this work. The program normally consists of directed reading and periodical conferences with the advisor. These conferences may be either of the tutorial or seminar type. Reports on the reading or research are usually made in the form of a thesis. Another prevalent method of testing the student's achievement is special comprehensive

⁴⁴ Luella Cole, The Background for College Teaching, p. 402. New York: Farrar and Rinehart, Inc., 1940.

⁴⁵ Bulletin, Syracuse University, 1949-1950, Vol. 98, No. 6, p. 19. Syracuse, New York: Syracuse University, 1949.

⁴⁶ Bulletin, Southwestern at Memphis, 1949-1950, Vol. 36, No. 2, p. 40. Memphis, Tennessee: Southwestern College, 1949.

examinations, written or oral.

It is the practice in all the colleges to allow a specified amount of credit for independent study. At five colleges it may be substituted for required courses in the field of concentration. The University of Arizona excuses honors students from regular class attendance in their senior year;⁴⁷ similar regulations apply to "Scholars of the House" at Yale University.⁴⁸

Independent study or tutorials is not limited to honor students in all institutions. Seven colleges and universities make similar provisions for all students, allowing each to advance according to his own ability. The system involves added expense, but the results have been found to repay the financial cost by improved scholarship.

Six colleges in this study have introduced special honors courses for superior students. These courses are of a seminar nature and require independent study and research. Since they are limited to honors students, there is a possibility of more mature discussion and more rapid progress. The ultimate purpose of the course is to afford the students an opportunity to view the entire field of their specialization and integrate the knowledge they have attained throughout their college course. A special comprehensive examination, written or oral, allows them to demonstrate to the faculty the extent to which they have assimilated the material presented to them.

These various plans show that college officials recognize the need of providing for the superior college student. Although less than one-third

⁴⁷ Catalogue, University of Arizona, 1949-1950, Vol. 42, No. 3, p. 150. Tucson, Arizona: The University, 1949.

⁴⁸ Bulletin, Yale University, 1949-1950, Series 45, No. 8, p. 180. New Haven: Yale University, 1949.

of the colleges in this investigation have inaugurated honors programs, the movement is gaining favor. It is an effective means of stimulating mature, intelligent thinking on the part of those students who, because of their innate abilities, are potential leaders of society.

Measurement

Examinations are valuable not only for setting up comparable standards of achievement, but also as a phase of educational guidance.⁴⁹ Three types of evaluation are utilized in higher education: course examinations, senior comprehensives, and standardized tests. Each of these has a definite part to play in the educative system.

Course examinations.--- One of the most important factors to be considered in constructing examinations is the necessity of constant interaction between the method of examining, and the objectives for the course and for the particular group of students.⁵⁰ The primary purpose of an examination is to determine to what extent the students understand and can apply the principles presented in the course. Objective and essay tests should complement each other, the type of test depending upon the desired objectives.⁵¹ This is particularly true in the classics department, where various phases of study lend themselves more to one type than to the other. Thus syntax, vocabulary, and

49

I. L. Kandel, "Examinations and the Improvement of Education," Tests and Measurements in Higher Education, pp. 216-229. Edited by William S. Gray. Chicago: University of Chicago Press, 1936.

50

Lewis A. Dexter, "Examinations as Instruments of and Obstacles to General Education," School Review, 55 (November, 1947), 534-541.

51

Max D. Englehart, "Examination," Encyclopedia of Educational Research, pp. 407-414. Edited by Walter S. Monroe. New York: Macmillan Company, 1950.

reading comprehension can be adequately measured by objective test items, while a knowledge of cultural background and an appreciation of literature are adapted more readily to the organization and integration of ideas afforded by essay examinations. The objectives of literature courses are abstract, it is true, hence they are difficult to test. But certain principles and facts which are necessary to help students attain these goals are tangible enough to be measured.⁵²

A word of warning is offered regarding the construction of objective tests of vocabulary. The traditional practice is to list isolated words with a multiple-choice response. Such a procedure is detrimental to the training of students in comprehending the exact meaning of a particular passage. The trend is to teach vocabulary in context, therefore it should be tested in the same manner. A device used in the Indiana State Latin Contests of 1947 is worthy of consideration and adoption. Passages from literature were presented with certain words in italics. Below each passage the words were listed with multiple-choice responses. The students were directed to select the meaning best suited for the passage read. In many instances several of the English equivalents were actually correct translations of the word, but only one expressed exactly what the author intended.⁵³ Another effective method of testing vocabulary is the construction of Latin sentences with one word omitted. The student is to choose from the four or five Latin words

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Robert L. Campbell, "Examinations in the Humanities," Educational Record, 18 (October, 1937), 565-573.

⁵³

Norman T. Pratt, Jr., "Some Objective Test Material," Classical Journal, 43 (December, 1947), 179-181.

provided, the one which completes the sentence.⁵⁴ Both of these procedures are equally adaptable to Greek.

Several methods are possible for measuring progress in reading courses. The trend is definitely away from the use of passages already read in class, in favor of sight reading. When old material is included in an examination, students should be tested by thought questions on the content rather than by actual translation.⁵⁵ Ability in sight reading can be measured in several ways. Actual translation of the passages is possible, though less desirable than other methods, for it is inconsistent with the emphasis upon reading for comprehension recommended in the Classical Investigation.⁵⁶ A better procedure is the presentation of multiple-choice items, true-and-false statements, or thought questions based on the reading selection.⁵⁷ The practice mentioned above, of requiring students to supply a missing word in a Latin sentence from four or five possible choices, tests comprehension as well as vocabulary.

Comprehensive examinations.--- Attempts to integrate the college program and to help students organize the knowledge they have attained into a unified whole are reflected in the growing practice of administering

⁵⁴

Catherine M. Haage, "Tests of Functional Latin for Secondary School Use," pp. 100-103. Doctor's dissertation, University of Pennsylvania, 1932.

⁵⁵

William A. McDonald, "Experiment with Cicero's De Natura Deorum," Classical Journal, 44 (November, 1948), 160-164.

⁵⁶

Advisory Committee of the American Classical League, The Classical Investigation, Part I, p. 74. Princeton; New Jersey: Princeton University Press, 1924.

⁵⁷

H. E. Hawkes, E. F. Lindquist, and C. R. Mann, The Construction and Use of Achievement Examinations, p. 272. New York: Houghton Mifflin Company, 1936.

comprehensive examinations at the end of the senior year. The faculty of Denison University in Ohio sent questionnaires to colleges and universities throughout the country in 1944 to determine the acceptance of senior comprehensives. Twenty-eight of the forty-six colleges which replied stated that they give comprehensives to all seniors. They were unanimously in favor of them. No college had discontinued the use of the examinations; several were taking measures to introduce them.⁵⁸

A necessary precaution in the formulation of such examinations is that they actually be comprehensive in nature. They should not be mere course examinations; the questions should embrace all the phases of the particular branch of knowledge being tested, and should be constructed in such a way that students may demonstrate their command of the entire field.⁵⁹

The comprehensive examinations in the classics at the University of Cincinnati conform to this recommendation. They include the entire area of Greek and Roman culture, language, and literature, with questions requiring a comprehensive knowledge of both nations in their relationship to each other.⁶⁰

The University of Buffalo follows a similar plan. The three examinations required of all classics majors are translation and interpretation of given texts, the history of Greek and Latin literature, and special attention to a

58

Harold H. Titus, "Ten Years' Experience with Comprehensive Examinations," American Association of University Professors Bulletin, 30 (Summer, 1944), 243-251.

59

Ibid., p. 250.

60

Comprehensive Examinations, Classics Department, University of Cincinnati, May, 1949. Multigraphed.

chosen Greek or Latin author.⁶¹

In a survey of typical comprehensive examinations submitted by colleges throughout the country, Jones found that the classics department is preeminent in constructing questions which have some explicit reference to material outside the field of concentration considered in a restricted sense. The topics for discussion frequently include history, geography, philosophy, art, as well as influence upon later literature.⁶²

Preparation of students for the comprehensive examinations includes seminars, syllabi, reading lists and individual or group conferences.⁶³ Emphasis should be upon integration of the material studied in the various courses. Thus students will be able to assimilate the knowledge they have acquired as a systematic development of principles rather than a list of isolated facts.

Standardized tests.— The study of progress is substantially aided by comparable measures which provide norms for individual or class achievement. Such norms are possible through standardized testing programs concerned with either general knowledge or achievement in specific subjects.

There is a dearth of good standardized tests of Latin. The most effective is the Cooperative Latin Test, with a lower level form for first year college students and a higher level form for students beyond the first

⁶¹
Bulletin, University of Buffalo, 1948-1950, Vol. 37, No. 7, p. 137. Buffalo, New York: The University, 1949.

⁶²
E. S. Jones, "Comprehensive Examinations in the Humanities: Questions used in Senior Terminal Examinations in the Classics," Association of American Colleges Bulletin, 23 (May, 1937), 229-242.

⁶³
Earle E. Cairns, "Evaluation of Comprehensive Examinations at Wheaton College," College and University, 24 (April, 1949), 361-369.

year. The test consists of three parts: comprehension, including vocabulary and reading; forms and syntax; and civilization, embracing history, literature, social and private life.⁶⁴ All the items are of the multiple-choice type. This test may fill two distinct purposes; it may be used as a placement test for freshmen who have studied Latin in high school, or as an achievement test for college students. A similar test, the New York Latin Test, designed more particularly for high school students, is also adaptable to placement procedures.

The Godsey Latin Composition Test, Hutchinson Latin Grammar Scales, and Latin Derivative Test by Stevenson and Coxé each test only one aspect of Latin study.⁶⁵ Their greatest value is in diagnosis of specific skills. The Ullman-Clark Test on Classical References and Allusions is the only one of its kind. Items pertaining to classical history, geography, mythology, social life and customs are centered around allusions found most frequently in current periodicals.⁶⁶ This test is used to best advantage for students of classical civilization. One Latin prognosis test, constructed by Orleans and Solomon, is available. Its value is attested by the fact that it has been in use since 1926, and has yielded a correlation of .80 between scores on the test and success in Latin study.⁶⁷

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Oscar K. Buros, Editor, The Third Mental Measurements Yearbook, p. 283. New Brunswick: Rutgers University Press, 1949.

⁶⁵

J. Minor Gwynn, "Standard Tests in Latin--Types and Trends," Classical Outlook, 17 (February, 1940), 46-47.

⁶⁶

Ibid.

⁶⁷

Mark E. Hutchinson, "Objective Measurements in Latin--Their Value and Purpose," Classical Journal, 26 (February, 1931), 349.

There are no standardized tests of Greek, with the exception of the classical allusions test mentioned above.

The Sophomore Testing Program and the Graduate Record Examination are gaining more and more favor in colleges and universities. The Cooperative Test Service of the American Council on Education has published a general culture test which evaluates the extent to which students have attained the broad background proposed as the goal for the first two years of the liberal arts college. In the literature section of the 1947 revision, ten of the ninety items refer specifically to Latin and Greek literature; seven of the ninety items in fine arts have direct reference to classical culture.⁶⁸ A similar situation is found in the general education section of the Graduate Record Examination. However, no classical language test has been constructed as a part of the series of advanced tests in specialized fields.⁶⁹

The implication which may be drawn from the make-up of these two tests agrees with the conclusion drawn from the examination of available textbooks--there is an increased interest in the background of classical culture, with a marked decrease in emphasis upon specialization in classical languages.

Activities

The value of extra-curricular activities at all levels of education is an established fact. To produce their greatest effectiveness, such techniques must be correlated with academic work and must have a well-defined plan

68

Cooperative General Culture Test. Cooperative Test Service, American Council on Education, 1947.

69

Prospectus for Deans and Advisors: Graduate Record Examination, 1949, p. 5.

and objective.

Two types of student participation are possible in the classics department, club activities and dramatic presentations. Two national organizations which promote and assist these activities are Eta Sigma Phi, honor society of undergraduate students of classics, and the American Classical League, with its Service Bureau.

Clubs.--- Table 10 reveals that relatively few colleges engage in club activities. Only sixty colleges in this study sponsor classical clubs for extra-curricular activities. Eighteen of these are chapters of Eta Sigma Phi, while the other forty-two are conducted as independent clubs. The local campus activities of both groups are similar. The primary purpose is to stimulate an interest in the classics and to supplement actual class study. These objectives are carried out by means of reports, lectures, and round-table discussions.

The circulation of Latin newspapers is not so popular with college classical clubs as with high school groups. The University of Akron uses its Lanterna to good advantage. Distribution of the paper among high school students arouses their interest in advanced study of the classics.⁷⁰ This is a project which other colleges might find profitable in recruiting students. Another service to which the faculty members of some colleges are contributing is the publication of Latin newsletters for high school teachers.⁷¹ An

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Grace L. Beede, "Latin Newspapers Received," Classical Journal, 41 (April, 1946), 341-345.

⁷¹

"High Lights of Latin Week, 1948," Classical Journal, 44 (January, 1949), 253-259.

TABLE 10

CLASSICAL CLUBS AND CHAPTERS OF ETA SIGMA PHI
IN 186 LIBERAL ARTS COLLEGES 1949-1950

	Tax-Supported Colleges	Catholic Colleges	Private Non-Catholic Colleges	Total
Classical Clubs	10	12	20	42
Chapters of Eta Sigma Phi	7	1	10	18
No Club Activities	24	30	72	126
TOTAL	41	43	102	186

opportunity could be provided for students, particularly prospective teachers, to participate in such a project and thereby gain experience in the teaching of the classics.

Dramatic presentations.-- One of the most effective means of creating an interest in classical culture is by the presentation of the Greek drama. A number of colleges have experimented with this type of extra-curricular activity, some in the original, others in English versions.

Harvard University took a leading part in the modern revival of Attic drama. In 1881 the Oedipus Tyrannus was presented in the original, and in 1906, the Agamemnon.⁷² In 1909 Randolph-Macon College inaugurated an annual presentation of a Greek drama in the original. Since that date thirty-five comedies and tragedies have been enacted.

One of the most beneficial outcomes of dramatizations is correlation with other departments. For the presentation of Aristophanes' Clouds at Swarthmore College in 1939, the departments of drama, engineering, fine arts, music and physical education cooperated with the Greek department.⁷³

For those who would consider a production in original Greek too ambitious a project, suitable English versions of the dramas are available. The Trojan Women is especially adaptable to colleges for women; it was presented by Marymount College in Kansas in 1945,⁷⁴ by the College of St. Catherine in

⁷²
John E. Sandys, A History of Classical Scholarship, Vol. III, p. 324. Cambridge: Cambridge University Press, 1908.

⁷³
"News and Notes," Classical Outlook, 17 (October, 1939), 7.

⁷⁴
"The Trojan Women of Euripides at Marymount College, Salina, Kansas," Classical Outlook, 23 (October, 1945), 1.

Minnesota in 1946,⁷⁵ and by Western College in Ohio in 1947.⁷⁶ The Antigone of Sophocles was the fifteenth annual performance of a Greek play in English at Cedar Crest College in Pennsylvania in 1939.

Inaugurating an annual program of Greek dramas presented serious problems at Fordham University in New York. The first attempt was a half-hour English presentation of the most effective scenes from Agamemnon. The cast worked diligently and enthusiastically, but their efforts were enjoyed by an audience of six. Later the group prepared abridged versions in the original language of Aristophanes' Clouds, Plautus' Aulularia, and Moliere's Bourgeois Gentilhomme. The reception of this performance warranted an attempt of Oedipus Rex in the full form the next year, followed by Eumenides in 1941.⁷⁷

Latin plays are less adaptable to modern presentation than Greek dramas. The most effective use of Latin for dramatization is in the miracle plays. Medieval Easter plays were presented at Mt. Holyoke College in Massachusetts in 1940 and at Coe College in Iowa in 1947.⁷⁸

This type of activity is excellent for the students, whether the performances are in the original language or in translation. The knowledge of dramatic models, classical literature, and artistic form gained by the participants is ample compensation for the efforts expended in the production.

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"News and Notes," Classical Outlook, 24 (January, 1947), 34.

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"Greek Drama in Colleges," Classical Journal, 42 (May, 1947), 504.

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W. F. Lynch, "Bringing the Furies to Fordham," America, 67 (April 18, 1942), 45-46.

⁷⁸

D. A. McKenzie, "A Medieval Latin Program for Easter," Classical Bulletin, 23 (April, 1947), 49-50.

Eta Sigma Phi.-- Campus activities of all college classical clubs resemble each other closely in objectives and activities. There are additional advantages to be gained by affiliation with the undergraduate honorary classical fraternity. Eta Sigma Phi was founded at the University of Chicago in 1914, and was nationalized in 1925, with five chapters, at the University of Chicago, Northwestern University in Illinois, Ohio University, Franklin College in Indiana, and the University of Iowa.⁷⁹ The society stands for the promotion of classical culture among undergraduate students in the colleges and universities throughout the country:

Its purpose is to further the spirit of cooperation and good will among the members of classical departments and to stimulate interest in the study of the classics and to increase our knowledge of the art and literature of ancient Greece and Rome.⁸⁰

While the local chapters are expected to outline cultural and social activities on their own initiative, the national organization has several specific functions. A quarterly magazine, Nuntius, is sent to all active members. This publication contains news of chapter activities, and projects of the national organizations, as well as cultural or literary articles.⁸¹

An annual convention is held, to which each chapter may send delegates. The various chapters are hosts of this convention.⁸² An essay contest is open each year to undergraduate students enrolled in a course in Latin or

⁷⁹

Lambert Case, "Eta Sigma Phi," Classical Journal, 22 (October, 1926), 45-49.

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Pamphlet, Eta Sigma Phi, p. 2. St. Louis: Eta Sigma Phi, 1950.

⁸¹

Nuntius, 24 (January, 1950), 9-16.

⁸²

Pamphlet, Eta Sigma Phi, p. 3. St. Louis: Eta Sigma Phi, 1950.

Greek at the time of participation. The subject for the 1949-1950 contest is: "The Timelessness of Sophocles' Antigone (a study and evaluation of ideas in the play meaningful through the ages and also for our own day)." A special Greek translation contest for undergraduates was inaugurated in 1949-1950. The aim of both these contests is to promote scholarship among students of the classics.⁸³

The thirty-six currently active chapters of Eta Sigma Phi are listed in the Appendix.⁸⁴ A Committee on Reactivation and Expansion has been appointed to renew the interest of chapters which have become inactive principally because of war conditions, and to acquaint other colleges with the organization with a view to installing new chapters, thereby promoting scholarship in the classics among an increasing number of undergraduate students.⁸⁵

American Classical League.-- Another organization which offers valuable assistance to classical clubs is the American Classical League. The League was established in 1918 to unify and strengthen the regional and local classical agencies.⁸⁶ Two of the most important projects of the American Classical League are the Classical Investigation, which was a potent force in improving classical language teaching, and the Service Bureau, which has provided materials for curricular and extra-curricular activities for the past

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Announcement, Two Awards by Eta Sigma Phi, 1949. Mimeographed.

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Appendix,

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Pamphlet, Eta Sigma Phi, p. 3. St. Louis: Eta Sigma Phi, 1950.

⁸⁶

B. L. Ullman, "The American Classical League--the First Thirty Years," Classical Outlook, 26 (October, 1948), 5-7.

twenty-seven years.⁸⁷ Mimeographed and printed materials for programs and meetings include plays in Latin and English, songs, outlines of discussions and radio programs, and word studies.⁸⁸ The Classical Outlook, official organ of the American Classical League, also prints songs and playlets for club programs.

As was noted above, comparatively few colleges make use of the means afforded by Eta Sigma Phi and the American Classical League to promote the classics through club activities. Students find exchange of ideas with one another stimulating and educational. Local meetings or national conventions offer numerous opportunities for the development of leadership, cooperation, and originality. There should be a concerted effort on the part of students and instructors to increase the number of active classical student organizations on college campuses.

Summary

To insure maximum progress in classical language study, instructors must avail themselves of the most effective methods and techniques, and adapt these methods to situations in which they will yield the best results. No conclusive evidence favors one type of classroom procedure exclusively over others. Lecture, discussion, laboratory, individualized instruction all have a proper place in the collegiate system of education. The alert instructor knows when one of these methods will prove more effective than the others.

⁸⁷

Ibid.

⁸⁸

Pamphlet, American Classical League Service Bureau, p. 5.
Oxford, Ohio: American Classical League, 1949.

The most usual methods of conducting courses in classical culture are lecture and discussion. The study of ancient civilization includes reading of Greek and Latin authors in translation on topics discussed in class, supplementary reading of reference works, lectures, and class discussion. When possible, visits to museums are of value. An adequate substitute in the form of slides and films is gaining favor at the college level.

When courses in civilization are of an inter-departmental nature, the study of ancient culture is directed by the classics department. This note is especially important in the case of literature courses in translation. Such courses are definitely a part of the humanities division, and should be accepted as such by the classics department. It is detrimental to the classics in general for instructors of Latin and Greek to take no interest in such courses. Many students will have no other contact with ancient literature than through reading in translation. If they are to profit by this study, they must be directed by instructors who can read the works in the original, and thus place upon them the correct interpretation. In this way students will have a more adequate understanding of the classics, and some may be stimulated to pursue advanced work in the original.

Another caution in the teaching of literature in translation is to avoid covering too much material. It is better to read a few masterpieces in their entirety than snatches of numerous works. The practice of publishing individual authors or works rather than anthologies facilitates this plan.

Compilers of textbooks, both anthologies and individual works, have improved the quality of the books by selecting translations of outstanding authors. It is important that these translations be idiomatic, free, and understandable, if they are to hold the interest of the student and be of

benefit to him. An effective means of giving practical value to such study is the practice of tracing the influence of each author upon subsequent literature and culture. These background courses are an integral part of general education, and since for many they are the only sources of an understanding of our Greek and Roman heritage, they should be conducted in an efficient manner.

Grammar and composition courses present different problems. Emphasis in elementary Latin and Greek has shifted from forms and syntax to reading, under the influence of the Classical Investigation. It is recommended that only those rules should be taught which are necessary for an intelligent reading of Latin or Greek authors. Reading should be introduced early in the course, and students should be trained to read for comprehension rather than to translate word for word. Oral reading develops this skill, particularly if attention is given to grouping words in thought units.

The acquisition of a vocabulary is an important factor in elementary language. It is more advantageous to learn words in context rather than as isolated forms. The memorization of mottoes, short poems, and selections from literature is a means of carrying out this recommendation. Other effective methods in vocabulary building are the study of word families and of English derivatives. The latter technique is the principal one employed in courses in etymology.

Courses involving reading of Latin or Greek authors in the original are no longer termed "translation." Emphasis is upon reading for comprehension, upon content and general characteristics of style, instead of the mechanics of the language. Comprehensive questions on the passage or a rapid translation by the instructor will guide students in their reading.

Sight translation is particularly beneficial in developing skill in reading. Audio-visual aids such as projection of passages on the screen or recordings by classical scholars assist in the proper grouping of words. Another function of recordings is concerned with the reading of poetry. Students may listen to the reading of an experienced person, or they may make recordings of their own, listening critically to their errors.

Some instructors advocate the use of translations or of bilingual texts in class preparation. Since it is frequently necessary to read only selections of an entire work in the original, the intervening sections can be read in translation, thus giving a coherent picture of the author's theme. Reading in translation of other works of the author which are not studied in class is also of value. Integration may be attained by the collection of parallel passages in various authors, classical and modern. Discussion of the historical and literary background of the author is also an important part of a reading course. The objectives should be not merely skill in translating a Latin or Greek masterpiece, but ability to understand the message of the author in relation to his times and to other writers.

To provide for the superior student for whom the regular curriculum is not sufficiently challenging, honors work has been inaugurated in the liberal arts college. The movement is still developing; only forty-eight of the 186 colleges in this study have introduced honors work of some kind. The most popular type is independent study, with seminars, or tutorials to guide the student. He usually demonstrates his achievement by means of a thesis or comprehensive examinations, written or oral. A few colleges have special courses for honors students, or require them to do more advanced work in the regular courses. Seven colleges have found independent study so profitable

that they have introduced it for all students, allowing each to progress according to his own ability. The value and necessity of honors work are recognized by most educators interested in the development of American colleges and universities.

The measurement of progress is an integral phase of the educative process. Course examinations, senior comprehensives, and standardized tests have particular goals to attain. Examinations should be related to the objectives of the course or the department, if they are to perform their true function. Essay and objective tests should complement each other; there are certain types of work for which they are best suited. In the classics department syntax, vocabulary, and comprehension can be tested by objective items, while interpretation of literature and culture lends itself more readily to the essay examination.

Senior comprehensive examinations are found in the majority of liberal arts colleges. Their primary advantage is the integration of the material studied during the period of specialization, and correlation with other fields. The questions must be comprehensive in nature, and must give students an opportunity to demonstrate their ability to apply the principles they have learned and to organize their knowledge in a logical manner. A study of typical comprehensive examinations reveals that the classics department is superior to all other departments in correlating the work of its field with that of other departments--history, geography, philosophy, art, and modern literature.

There are few good standardized tests in Latin, and none in Greek. The most comprehensive is the Cooperative Latin Test, which may be used for students with one or more years of college Latin. Other tests are limited to

one phase of Latin study, such as vocabulary, grammar or derivation. There is one test of classical allusions and one prognosis test. The number of items referring directly to the classics in the Cooperative General Culture Test and the Graduate Record Examination on one hand, and the lack of a Greek or Latin test in the Advanced Test Series of the Graduate Record Examination on the other, is a further indication that the classics have a definite role as background subjects in general education but not as fields of specialization.

It is not only in the classroom or through assigned reading that a knowledge of a subject is obtained. Extra-curricular activities can be used to great advantage, if they are properly organized and directed. The most adaptable activity is the classical club, yet only one-third of the colleges in this investigation sponsor such an organization. Club activities include lectures, papers by students, and round-table discussions. Newspapers fulfill three functions: they give the students themselves an opportunity to develop their creative ability, they are distributed to high school students to interest them in college, and they serve as a clearing house to supply hints to high school teachers.

Dramatization is a popular form of extra-curricular activity in the field of the classics. The presentation of Greek drama particularly, either in the original or in English, is included in the activity program of a number of colleges. One decided value of this type of project is the coordination of various departments in the production of the play. The classics, dramatic, art, and home economics departments all participate in some particular way.

Two national organizations which are directly concerned with

extra-curricular activities are Eta Sigma Phi and the American Classical League. Eta Sigma Phi, the undergraduate honorary classical fraternity, was founded at the University of Chicato in 1914 and nationalized in 1925. The purpose of the organization is to further a spirit of cooperation among members of classical departments, stimulate interest in the study of the classics, and increase knowledge of the art and literature of Greece and Rome among undergraduate students. There are thirty-six active chapters of Eta Sigma Phi in 1950; a committee has been appointed to renew the interest of chapters which are inactive and to solicit new chapters.

The Service Bureau of the American Classical League has been in existence since 1923. One of its functions is to provide printed and mimeographed material for club programs, such as plays, songs, outlines for discussions, and radio programs. It is through these national organizations that an interest in the classics can be stimulated. More attention should be given to these means of uniting the efforts of instructors and students to retain the classics in the liberal arts college.

CHAPTER IX

SUMMARY AND CONCLUSIONS

Problem and Procedure

Formulation of the problem.--- The problem of the study was to survey current trends in teaching classical languages and literature in the liberal arts college. Practices in 186 accredited colleges and universities in the United States have been investigated to determine what outcomes are expected of classical language instruction and what procedures are most effective in achieving these objectives. The results of this study have been reinforced by surveys of current literature, interviews with heads of classics departments, and correspondence with college officials and publishers of textbooks.

Two factors which have prompted classical language teachers to redefine their objectives and reconsider their methods are the Classical Investigation and the emphasis in education on social studies and science. The study of ancient languages has changed from a requirement for all to an elective for a few. What classics departments are doing to renew an interest in the classics can be ascertained only by an examination of the department as it functions in the college of today.

The investigation is limited to instruction in Latin and Greek; more emphasis is placed on Latin, since courses in that language are more numerous than those in Greek.

Problems which have been investigated deal with objectives, prescription, beginning courses, specialization, measurement, and activities.

The role of the classics in general education and trends in teaching classical authors in translation are especially pertinent at the present time.

Justification of the study.— The North Central Association's revision of its standards of evaluation and the President's Commission on Higher Education are evidence of a recognized need for re-examination of higher education. Each department must evaluate its own objectives and procedures to determine their contribution to the general aims of the institution. Although numerous studies have been made of Latin instruction in the secondary school, there is a lack of similar investigations at the college level. Change of emphasis to functional courses makes it imperative that classical language instructors review critically the steps that have been taken to adjust the work of their department to the situation as it exists today. The present investigation has been undertaken with a view to contributing to a study of classical language instruction in the liberal arts college.

Investigational procedure.— The survey method of investigation has been used throughout the study. Data for the survey have been obtained from college catalogues, textbooks, articles in professional periodicals, correspondence and conferences with classical language instructors, and recent books dealing with trends in higher education. Current catalogues of 186 accredited liberal arts colleges selected by means of the table of random numbers have been examined for statements of objectives, requirements, and content of courses in the classics department. Three types of institutions are represented, namely, tax-supported, Catholic, and private non-Catholic colleges and universities. A proportionate number from each state have been included to insure a cross-section of classical departments in liberal arts colleges. Special attention has also been directed to textbooks published since 1940,

and to articles in classical and educational periodicals within the decade 1940-1950.

Organization of the study.--- After a preliminary presentation of related literature and historical background, trends in classical language instruction have been investigated with reference to objectives, organization and administration of the classical curriculum, content of courses, textbooks, methodology, measurement, and activities.

Limitations of the study.--- The writer is aware of the possible discrepancies between statements of objectives and content of courses in college catalogues, and actual practice in the departments. To alleviate this situation as much as possible, selection of colleges for the study has been made from accredited institutions only. Furthermore, no attempt is made to determine the number of students enrolled in classics departments. This investigation is concerned with trends in teaching classical languages; it is left to another study to ascertain what use is made of the opportunities presented for study of the classics.

Related Literature

Early studies of classical language instruction.--- Studies of classical language instruction began as early as 1892. Within a fifteen year period surveys were made by the National Council of Education, the National Educational Association, and the American Philological Association to effect uniformity in school programs and requirements for admission to college. The reading of a greater variety of authors and practice in sight translation were recommended by all three committees.

Classical Investigation.--- The first definite attempt to determine the actual effectiveness of classical language instruction was the Classical Investigation, sponsored by the American Classical League in 1920 and financed by the General Education Board. The purpose of the Classical Investigation was to analyze conditions as they existed in the teaching of classical languages in the secondary schools of the United States and to prepare a constructive plan based upon its findings. Statistical data were gathered by the United States Bureau of Education; questionnaires, an extensive testing program, and a limited use of experimentation completed the project. Ten objectives were recommended to facilitate better organization of content and methods. The primary objective, progressive development of the power to read and comprehend Latin, was supplemented by ultimate objectives of a cultural, literary, and linguistic nature. Reading of easy connected Latin as early as possible was advised, with selections from various authors throughout the four years rather than concentration on one author each year. The most important outcomes of the Investigation included revision of courses of study and textbooks, and change of emphasis in College Entrance Examinations from prescribed readings to translation at sight.

Experimental studies.--- Experimental studies were conducted as a part of the Classical Investigation. It was discovered that the outstanding characteristics of the reading of Latin students were analytical examination of the Latin words, with extreme oscillation back and forth across the lines. It was highly recommended that students be taught to read Latin as Latin rather than to decipher the passage word by word.

Experiments were also conducted to determine the extent to which Latin aids students in English vocabulary, spelling, composition, and reading.

The results were favorable, but most of the gains reported were not statistically significant.

Surveys of trends in teaching Latin since 1930 show that the Classical Investigation has been beneficial in improving textbooks and courses of study, and that on the whole teachers are endeavoring to put into practice the recommendations of the committee. The phases of instruction in which least progress has been made are evaluation and training in applying known principles to solve new problems.

The Latin controversy.--- The Classical Investigation and the changing philosophy of education have effected a controversy regarding the value of classical language study. The argument of the opponents of classical language study is that every phase of education should be practical and useful. Its proponents assert the necessity for students to develop their full intellectual powers by familiarizing themselves with the literary and cultural traditions of the past as well as the present.

Historical Background of Classical Language Instruction

The early colleges of America reflected the traditions of European colleges and universities. Hence Latin and Greek held a prominent place in the curriculum. It was not until the nineteenth century that the position of the classics was contested. Social and economic changes effected by the Industrial Revolution, together with the belief in equal educational rights for all citizens, necessitated adjustments in the college curriculum to meet the needs of the heterogeneous groups which were seeking admission to college, particularly to state universities.

Elective system.--- Since the number and variety of courses were

becoming so great that no student could pursue all of them during his four years in college, it was imperative that a method be devised whereby each one could pursue those courses which he considered of most value to him. The elective system met this need, and in spite of initial opposition, it continued to gain favor, especially with the state institutions. One of the first departments to be affected by the elective system was the classics department. The popularity of social studies, science, and modern languages, and the decline in classical language study in high school, worked together toward a change in the status of college Latin and Greek.

The free elective system did not prove to be as sound and effective as its proponents had expected. To correct its defects, college administrators sought a middle course which would give students a more systematic education. Harvard University, which had led the way toward free election, again set the pattern of the so-called "concentration and distribution plan," whereby a student must concentrate in one of four large fields, and distribute the remainder of his courses among the other three fields. This system has become one of the standards for the American college.

Although prescribed courses have again been incorporated into the college curriculum, classical languages have remained elective. Thus their status has changed from prescription for all to election by a few.

Summary of Findings

Objectives.--- Ten objectives for the study of Latin were formulated by the Classical Investigation. Although the survey was concerned with high school Latin primarily, the committee asserted that many of the objectives would be developed fully only in the college course. These objectives are

recognized by classics departments, as evidenced by the statements of aims in college catalogues. In addition to the ten aims of the Classical Investigation, three purposes of collegiate instruction specifically are included.

Only fifty-three of the 160 colleges in this study which offer Latin or Greek outline the aims of the classics departments in their catalogues. Objectives are implied in the other institutions by the program of study offered in the department, but are not expressly stated.

The most frequently mentioned objective is the development of an historical and cultural background. Thirty-eight of the fifty-three colleges list this as an aim of their classics department. The change of emphasis to this phase of instruction is an outcome of the general education movement, and has advanced through the introduction of new courses and the publication of recent textbooks. Greater stress upon cultural influences in reading and literature courses is another effect of the growing interest in the cultural heritage of Greece and Rome. Courses in civilization, mythology, archeology, and literature in translation, which contribute to the attainment of the cultural objective, are normally open to all students and require no previous knowledge of Latin or Greek.

A corollary to the above objective is development of right attitudes toward social situations. A valuable contribution of classical languages is an extension of the student's horizons in time and space. From a study of the beginnings of democracy, ancient dictators, and Greek and Roman municipal government, students can gain a concept of a significant, living past which will enable them to interpret the present more intelligently. Fifteen colleges recognize this objective in their statements of aims. Courses in civilization and the reading of classical authors are the primary means of developing correct

social attitudes.

Development of literary appreciation is second in popularity to the cultural aim. This is the specific purpose of reading and literature courses, and as such is recognized by thirty-four of the fifty-three colleges. As the student develops skill in reading the foreign language, more attention can be placed upon the aesthetic value of the selections read. Appreciation is not limited to classical literature; it sets a standard for subsequent writing and provides a foundation for an understanding of world literature. Interest in general education and in the Humanities has increased the value of classical literature in setting the stage for a discussion of the development of literary art. The estimate placed upon the classics as a background for later literature is demonstrated by the recommendation of a study of Latin and Greek for English majors in thirty-three colleges and for modern language majors in twenty-one institutions.

Increased ability to read and understand Latin and Greek, an objective listed by twenty-eight colleges, is the basic purpose of the entire course of classical language study. The acquisition of skill in reading is begun in the elementary course and developed through prose composition and reading courses. It is looked upon rather as a means than as an end in itself, a necessary step toward literary appreciation, cultural background, or professional training.

The value of classical languages for a better understanding of English is assumed in two objectives--increased ability to read, speak, and write English, and increased ability to understand Latin and Greek elements in English. These aims are stated by twenty colleges and are provided for in thirty-four by courses in etymology, open to all students, with no

knowledge of ancient languages required.

Church-related colleges recognize as an objective of classical language instruction an understanding of the liturgy of the Church and of the New Testament. All the Catholic colleges in this study have enough courses for a major in Latin, and forty of the forty-three offer a special course in liturgical or ecclesiastical Latin. Colleges of other denominations require Greek as a part of pre-theological training. Thus the study of Latin and Greek is cultivated for practical as well as aesthetic reasons.

Fifteen colleges in this investigation specifically state that teacher-training is one of the objectives of the classics department. Of this number, nine have courses in Latin methods. An additional fifty-five have courses for prospective teachers or offer a teaching major or minor, but do not list such an objective.

Modern foreign language study can be facilitated by a knowledge of Latin and Greek. The Romance languages particularly are structurally based upon Latin, and modern foreign literature is better understood against a background of the classics. A further consideration is the teaching field. A logical combination of subjects for high school teachers is Latin and modern foreign languages. It is interesting to note that only sixteen colleges in this study expressly state that they propose to develop in the students of classical languages an ability to learn other foreign languages, yet twenty-one colleges require or highly recommend a knowledge of Latin for a major in modern languages, and ten recommend Greek. Classics departments should give more attention to this phase of instruction, thereby effecting greater integration in the general field of language and literature.

The objective concerned with improvement in the literary quality

of the student's written English, recognized by seven colleges, is one which the committee of the Classical Investigation specifically asserted can be realized only by collegiate study. It presupposes an attempt to develop in students an ability to recognize and employ elements of style found in classical authors. It also necessitates insistence upon adequate translations into English, literary interpretations of the thought expressed by the author rather than an inelegant translation of words.

Preparation for graduate study is usually considered a self-evident objective of undergraduate instruction. Only five of the fifty-three colleges which list their objectives state that they propose to prepare students for graduate work. Undergraduate courses in the classics may serve as direct preparation for advanced study and research in the classical literature itself, or as auxiliaries to other fields, particularly science, medicine, and law.

An objective of a purely linguistic nature, an elementary knowledge of the general principles of language structure, is recognized by four colleges in their statements of aims and by four additional institutions through provision of courses in the development of language. Courses in etymology and prose composition are also means of attaining a knowledge of language structure.

Although Latin and Greek have played an important role in the theory of mental discipline, evidence of a trend away from this objective is seen in the fact that only four colleges list as one of their objectives the development of correct mental habits. Of the four institutions, all of which are Catholic, two are conducted by Jesuits, whose Ratio Studiorum is based upon the conviction that true education is concerned with the formation and

development of human faculties rather than the amassing of facts.

Organization and administration of the classical curriculum. The organization of the classics department is concerned with prerequisites, participation in the general education program of the Lower Division of the college, programs of concentration, and coordination with other departments. College entrance requirements have undergone extensive revision since the establishment of institutions of higher education in America. Since the beginning of the nineteenth century, when Latin was required of all students entering college and Greek was highly recommended, the classical languages have steadily lost favor as entrance requirements. In 1917 forty-seven per cent of American colleges required some Latin for entrance; in 1949 only eight per cent had retained this requirement. Of the eight per cent, half prescribe four high school units, the other half only two.

It is not only the classical languages which have been dropped from the list of prescription for college entrance. The Eight Year Study has resulted in greater independence of college entrance requirements in the organization of the high school curriculum. To adjust to this trend, colleges are accepting other criteria than specific high school units for the admission of students. Where certain subjects are still required, the trend is to omit foreign languages from the prescribed list. This has a definite effect upon Latin, since it is frequently submitted by students in fulfillment of the language requirement. The decrease in Latin entrance requirements has been followed by a similar drop in the study of classical languages in college. Thirteen per cent of the colleges of this survey require Latin for the Bachelor of Arts degree, but in most instances students who do not wish to study Latin may obtain a Bachelor of Science degree. A few colleges have group

requirements which include Latin and Greek.

The usual college foreign language prescription may be satisfied by a study of Latin or Greek in eighty-nine per cent of the colleges in this study. A change is also taking place in the number of courses necessary to fulfill the foreign language requirement. As a result of a recent trend noted in approximately fifty per cent of the colleges, high school units may contribute to the foreign language requirement, provided the same language is continued in college. The objective is proficiency in the language rather than a specified number of credits. This policy has an advantage in encouraging students to attain to a certain proficiency in at least one language, but it also tends to weaken the foreign language department in colleges where it is put into effect without limitations. Classical language instructors may find the trend beneficial to their department, since many students still enter college with a knowledge of Latin only.

The organization of the classics department varies. Sixteen per cent of the colleges in this study have no courses in Latin or Greek. An additional six per cent have Latin but no Greek, and four per cent have some courses in Greek but none in Latin. Another seven per cent offer a few courses in classical languages but not enough for specialization. Courses in these colleges are taken to fulfill the language requirement or as electives. The remaining colleges have programs of specialization in Latin or Greek, or in a combination of the two. The combination major is offered in some colleges because of insufficient courses for a major in a single language, or for a broader view of the classics, since Greek and Latin are so closely related to one another.

The number of semester hours required for a major in Latin ranges

from eighteen semester hours beyond two high school units to thirty semester hours in the Upper Division. In Greek the range is from eighteen semester hours including the elementary course to forty quarter hours in the Upper Division. A higher minimum is usually set for combination majors.

The courses most frequently prescribed for a Latin major are Roman or ancient history, survey of Latin literature, and prose composition. Recommended courses are mythology, archeology, and linguistics. Horace is required more frequently than any other author; next in importance are Virgil, Cicero, and Livy. Reasons for preferring Horace may be found in the fact that Virgil and Cicero are usually read in intermediate courses, and Horace's poetry offers more variety than Livy's history. Specific prescriptions for specialization in Greek include only ancient history. Since the study of Greek is usually begun in college, there is not so much opportunity for intensive work in literature. For both Latin and Greek majors a knowledge of the other language is usually recommended. The inter-relationship of the two languages explains the value of this prescription. Greek has played an important role in the development of the Latin language and has contributed models for almost every type of Latin literature. On the other hand, the complexity of Greek syntax is simplified to a great extent by a knowledge of Latin. Beyond these mutual benefits, a true and complete picture of classical culture cannot be obtained without at least an acquaintance with both languages and literatures.

Another trend is noted in programs of specialization. Sixty-nine per cent of the colleges in this study have replaced the traditional major-minor sequence by the broader term "area of concentration." A major is still selected, but instead of one or more minors the student must pursue a program of "related subjects." Where the minor program has been retained, the usual

number of hours required is eighteen. In Latin the eighteen hours must normally be beyond the elementary course; in Greek the beginning course is generally included.

Classics departments have introduced several courses open to all students, with no prerequisite knowledge of Latin or Greek. These courses include classical civilization, mythology, archeology, literature in translation, and etymology. Although the study of classical languages themselves continues to decline, a renewed interest is seen in courses in which students may learn about classical culture and literature without actually studying the languages involved.

Content of the classical curriculum.— The range of the classical curriculum of the colleges in this study varies from elementary and intermediate courses only in Latin and elementary courses alone in Greek to a sampling from every genre, including all major authors, in the two languages. An examination of the variety of courses found in the different types of colleges leads to the following implications: (1) Latin is emphasized in Catholic colleges, Greek in other denominational schools with pre-theological training. (2) Approximately one-half of the colleges which do not offer beginning Latin are Catholic; this may be explained by the fact that Latin has held its position in Catholic high schools more firmly than it has in public schools. (3) The large colleges and universities have a fuller and more varied curriculum than the smaller schools; they have also been the leaders in introducing cultural courses such as classical civilization and literature in translation.

Courses in classical civilization are found in thirty-four per cent of the colleges in this study, and are in general open to students of all

fields. The course is wider in scope than the ancient history course; it treats of art, literature, politics, economics, social institutions, and military achievements. Courses in private life, mythology, and art and archeology, usually conducted in English, enlarge upon the general principles studied in the civilization course. These courses, available in one-third of the colleges, are of interest not only to those specializing in classics, but to students in other fields as well. They constitute the major part of the classics department's contribution to the general education program.

Elementary Latin and Greek and exercises in prose composition involve study of a linguistic nature. They are not an end in themselves, but rather a means to intelligent reading and interpretation of the classics through proficiency in the mechanics of the language. Beginning courses in Latin have become a necessity at collegiate level only since the beginning of the twentieth century, when many secondary schools discontinued the requirement of at least two years of Latin for graduation. Since most colleges accept Latin in fulfillment of the foreign language requirement, some provision must be made for those who have no high school preparation. Only sixteen per cent of the colleges in this study have no beginning Latin course. There is a decided trend in the elementary course toward early reading of selections from Latin authors in simplified form.

The 153 colleges offering Greek have an elementary course based on Attic Greek, Homer, or the New Testament. All three approaches are represented in the colleges in this study. Attic Greek is preferred by some because of the rich store of literature in this dialect; they contend that Homeric variants can be dealt with when they are met in the reading of the epics. The proponents of the Homeric approach assert that since Homer is the earliest Greek

author, it is more logical to present his dialect first, thus representing Attic Greek in its true perspective, as a development from Homeric Greek. Subject matter is another consideration in favor of Homer. Proponents of Attic Greek are making a contribution to their cause by substituting selections from various authors for the traditional Anabasis as a basis of elementary texts. Until this movement becomes more prevalent, Homeric Greek will continue in favor for elementary classes. New Testament Greek is found in beginning courses almost exclusively in denominational colleges offering pre-theological training. Since the transition from classical Greek to the New Testament dialect presents few difficulties, it is more practical to read the New Testament after a study of classical Greek. Courses in modern Greek are offered in only four colleges in this study.

Over one-half of the colleges offer Latin prose composition; only one-sixth have similar courses in Greek. They are designed to give students a more thorough knowledge of language technicalities and more detailed explanations of grammar and syntax. Latin composition is particularly beneficial to prospective teachers. Refresher courses in Latin are offered for students who wish to resume their study of Latin after a lapse of one or two years, a prevalent situation, since many high school offer only two years of Latin.

The purpose of the course in etymology, available in about one-fifth of the colleges, is to trace the influence of Latin and Greek on the English language in general and on scientific and medical terminology. The other linguistics course, taught in less than one-tenth of the colleges, is concerned with phonology, morphology, and the relation of language to literature. It usually has a prerequisite of some knowledge of a foreign language,

while the etymology course is open to students with no knowledge of a foreign language.

Literature surveys provide an introduction to classical authors at the beginning of a program of concentration, or a resumé and review at the end of the course of study. The Latin survey is available in one-third of the colleges of this study, Greek literature in only one-twelfth of the institutions. There is a greater tendency to study Greek literature in translation than in the original.

Translation courses are usually classified according to authors, although there is a trend toward grouping literary works according to genre. In Latin, the most frequently read authors are the poets Horace, Virgil, Plautus, and Terence, and the prose writers Livy, Tacitus, Cicero, and Pliny. Types of poetry represented are lyric, elegiac, epic, didactic, satiric, and dramatic. Prose writings include history, philosophy, and epistles. Oratory is confined almost exclusively to the intermediate course, literary criticism and the novel to graduate study. A course in prose and poetry, found in about one-third of the colleges, presents an introduction to the major Latin writers to students who do not intend to take advanced courses. Opportunities are afforded in two-thirds of the colleges for survey courses in medieval Latin. In Catholic institutions these are usually limited to ecclesiastical and liturgical writings.

Although Greek literature is more varied than that of Rome, fewer reading courses are offered, since most students do not begin their study of Greek until they enter college. In the intermediate course Homer is most frequently read, with Xenophon and Plato in second and third place. Types of Greek literature read in advanced courses, in the order of their frequency,

are epic, philosophy, drama, New Testament, history, lyric poetry, and oratory. Few colleges offer courses in Greek prose and poetry. Students are usually inexperienced in reading Greek fluently, and would encounter difficulties in adjusting to different types of literature in short periods of time.

A resumé of the work pursued in the field of concentration is afforded by a course designated as "Senior Readings," required in one-third of the colleges offering specialization in Latin and Greek. Besides the opportunity for review, the course is frequently used to study authors not met in other courses. Since it is usually of an individualized nature, it is of value to majors in completing and integrating their knowledge of classical languages and literature.

A recent trend in classical language instruction which is overcoming opposition from classicists is the survey of classical literature in translation. The objection that translations cannot be of equal value with the original works is met by the assertion that it is better to read the classics in translation than not to read them at all. These courses have not replaced reading courses, as many feared, but rather supplement them and offer an incentive to further study of literature in the original.

A resumé of the courses available in classics departments of liberal arts colleges indicates that there is opportunity for a well-rounded and diversified program of studies, cultural, linguistic, and literary. There are provisions for beginning the study of Greek and Latin as well as for advanced work in both languages. The classics may be studied in the original or in translation. For the linguistic-minded students, the technicalities of language and the influence of one tongue upon another are explained. Finally,

those interested in the cultural heritage of Greece and Rome can work in this field, even though they have no knowledge of the languages themselves.

Textbooks.-- An examination of available textbooks gives a forceful indication of the status of classical language study at the undergraduate level. The type of books in vogue demonstrates the preference of students for the study of classical culture, of the influence of Greek and Latin upon English, and of literary masterpieces in translation. The ancient languages in themselves have less appeal, from the evidence of textbook lists.

Greek and Roman civilization is a field in which new books and revisions of old favorites are readily available. A feature of these books is the use of results of recent excavations for illustrations and for interpretation of data. Archeological discoveries also play an important role in textbooks on Greek and Roman private life. These books are not of such recent date and are far less numerous than those dealing with civilization in general. Mythology, one of the most fascinating phases of classical culture, is represented by texts ranging in copyright dates from 1893 to 1920. The design of the texts, particularly those exclusively on the college level, is to explain the influence of mythology on literature and art in classical and subsequent times. A similar aim is proposed by authors of texts in classical art and archeology, testifying to a definite trend toward integration in the field of classical culture. The tendency to explain a nation's culture by its literature, its private life and mythology as shown through artistic remains, the influence of mythology on art and literature, all reveal a unifying principle which provides a coherent picture of classical antiquities.

A significant situation is found in the field of grammar and syntax. Numerous beginning texts, modern and undergoing continuous revisions, are

available, as contrasted with few prose composition books for advanced study of the language, most of which have been in print from twenty to thirty years. Beginning texts have incorporated the recommendations of the Classical Investigation, with emphasis upon culture, derivation, and early reading of classical writers in simplified form. Elementary books are no longer considered a mere preparation for Caesar or for Xenophon, but incorporate the writings of various authors. Several Latin texts designed for Catholic schools are based upon the liturgy. Modern Greek texts stress the spoken language.

The change of emphasis from classical languages for their own sake to their influence upon modern learning has resulted in extensive study of etymology. Greek and Latin derivatives are studied in relation to a general English vocabulary or to scientific or medical terminology. While these books presuppose no knowledge of classical languages, texts in linguistics require at least an understanding of language structure. The Linguistic Society of America and university presses have made important contributions to this field.

Histories of Greek and Latin literature are less numerous than reference books dealing with individual authors. This may indicate a tendency to dispense with a textbook in survey courses and require research work on the part of the students.

Publishers are allowing entire series of Greek and Latin authors to go out of print, and few new texts are appearing. Only four publishers carry a fairly complete series of Latin texts, and two have a representative selection of Greek authors. Two explanations of this situation may be given. In the first place, there is less need for revision, since the reading material cannot change, and secondly, the small number of students enrolled in classics

departments does not warrant the expense necessary in printing the texts. The few books which are required can be obtained through used-book companies. More prevalent than texts of individual authors are anthologies of Latin prose and poetry. This is another indication of the trend to provide samplings of various authors for students not interested in advanced study of the classics.

The most popular texts today are translations of the masterpieces of classical literature, available in anthologies and in individual volumes. Greek authors are more numerous than Latin, particularly dramatists and philosophers; their influence upon subsequent creative thinking is greater, and furthermore, they are studied in the original less frequently than Latin authors. The Loeb Classical Library is the most scholarly and most complete series of authors in translation. The texts have an added advantage in that they are bilingual. Editors and publishers are performing a definite service to classical study and to education in general by bringing Greek and Latin authors within the reach of all through translations.

Methodology.— The usual classroom procedures, such as lecture, discussion, laboratory, and individualized instruction, all have a place in the classics department. Certain cautions and suggestions are offered by classicists for more efficient instruction. Literature in translation presents several problems. First, these courses should be taught by those who are familiar with the literature in the original, so that the proper interpretation can be placed upon it. Translations must be idiomatic and understandable, and courses should be limited to a few masterpieces read in the entirety rather than snatches of numerous works.

There is a trend in grammar and composition courses to teach only

those principles which are necessary for intelligent reading. Effective methods of building a vocabulary are learning words in context, memorization of mottoes, short poems, and selections from literature, and the study of word families and English derivation. To develop style in Latin or Greek composition, re-translation of selections from classical authors is recommended. Emphasis in translation courses is on reading for comprehension. Leading questions on a given passage, sight translation and use of bilingual texts contribute toward attainment of this goal. Bilingual texts are especially useful in presenting a coherent picture of a work when only selections are read in the original.

To provide for superior students for whom the regular curriculum is not sufficiently challenging, honors work has been inaugurated in the liberal arts college. Only one-fourth of the colleges in this study have such programs in operation, but educators report a continued increase in the movement. The work consists of independent study guided by seminars or tutorials, special comprehensive examinations, theses, special courses, or advanced work in regular courses. Seven colleges have introduced independent study for all students.

Measurement.--- A program of measurement for college students includes course examinations, senior comprehensives, and standardized tests. Both essay and objective tests are adaptable to examinations in the classics. Syntax, vocabulary, and comprehension can be tested by objective items; interpretation of literature and culture lends itself more readily to the essay examination. Senior comprehensives are employed in the majority of liberal arts colleges. Their primary advantage is integration of the material studied during the period of specialization, and correlation with other fields.

Questions must be comprehensive in nature and must give students an opportunity to demonstrate their ability to organize and apply their knowledge. A survey of comprehensive examinations in 1937 rated classics departments high for correlation of the work in their field with that of other departments--history, geography, philosophy, art, and modern literature.

There are few good standard tests in Latin and none in Greek. The Graduate Record Examination includes no test of Latin or Greek in the Advanced Test Series. This situation, together with the relatively large number of items referring directly to the classics in the Cooperative General Culture Test and the Graduate Record Examination, is a further indication that the classics have a definite role as background subjects in general education but are losing favor as fields of specialization.

Activity programs-- Extra-curricular activities include clubs, newspapers, and dramatizations in the original or in English. Two national organizations directly concerned with activities programs are the American Classical League and Eta Sigma Phi. The Service Bureau of the American Classical League provides printed and mimeographed material for club programs, such as plays, songs, outlines for discussions, and radio programs. Eta Sigma Phi, the undergraduate honorary classical fraternity, has as its purpose the furthering of a spirit of cooperation among members of classics departments, stimulation of interest in the study of the classics, and increased knowledge of the art and literature of Greece and Rome among undergraduate students. There are thirty-six active chapters of Eta Sigma Phi in 1950.

Conclusions

All the phases of this investigation point to the following trends in classical language instruction: (1) Emphasis is placed upon cultural and literary outcomes as evidenced by statements of objectives, content of courses, and available textbooks. (2) Courses open to all students with no prerequisite knowledge of Latin or Greek are increasing in popularity. Such courses include civilization, mythology, art and archeology, etymology, and literature in translation. (3) Courses in beginning Latin are increasing proportionately with the decline of Latin in the high school. Beginning courses in Latin and Greek are carrying out the recommendations of the Classical Investigation regarding early reading of literature, sight translation, and word study. In both languages elementary work includes reading of selections from various writings rather than preparation for one specific author. (4) Only those principles of grammar and syntax are stressed which are necessary for an intelligent reading of literature. (5) Latin has held its position more firmly in Catholic colleges than in other institutions. In these schools it has a functional purpose, a better understanding of the liturgy of the Church, which plays an important role in the life of every Catholic.

Implications for Classical Language Instruction

Faculties of classics departments should exert an effort to promote the study of Latin and Greek. This can be achieved in part by recruiting prospective Latin teachers for the high schools, and by cooperating with national organizations such as the American Classical League and Eta Sigma Phi. Instructors should realize the value of cultural courses, particularly

literature in translation, and make use of these means to bring the classics within the reach of all. While specialized training is necessary for the progress of individuals as well as of society, this training must be preceded by a comprehensive study of the various forces which enter into the development of our civilized world. The classics have a definite contribution to make to this program of general education, which is the basic foundation of the present-day liberal arts college.

Problems for Further Study

Several problems for further research have presented themselves in the course of this study:

(1) The extent to which students are making use of the opportunities afforded by classics departments for the study of Latin and Greek. This should include the number of students majoring and minoring in classical languages as well as those studying Latin and Greek to fulfill the foreign language requirement or as electives.

(2) An investigation of practices regarding statements of departmental aims--how many institutions have express statements of their departmental objectives, who formulates them, and where these objectives are recorded. This topic is suggested by the fact that only one-third of the colleges in the present study have listed the objectives of classical language instruction in their college catalogues.

(3) A study of the recent trends of applying high school foreign language credits on the college requirement, to determine the effect upon enrollment in the various languages. Special attention should be given to the practice of formulating the requirement as "a reading knowledge of a foreign

language" rather than as a specified number of credits.

(4) A comparison of the number of graduates trained to teach Latin in high school and the requests for teachers in each state. A particular phase to be considered is the combinations of subjects for which prospective teachers are prepared and those required by high school administrators.

Each of these studies would reveal factors which have a definite bearing upon the effectiveness of the classics department, and would thereby contribute to the promotion of classical language instruction at the college level.

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APPENDIX

- A. Liberal Arts Colleges Selected For Examination of Current Catalogues.
- B. Active Chapters of Eta Sigma Phi, 1949-1950.

LIBERAL ARTS COLLEGES SELECTED FOR EXAMINATION
OF CURRENT CATALOGUES

<u>Tax-Supported Colleges</u>	<u>Location</u>
Alabama College	Montevallo, Alabama
Arizona, University of	Tucson, Arizona
Arkansas, University of	Fayetteville, Arkansas
Cincinnati, University of	Cincinnati, Ohio
Colorado, University of	Boulder, Colorado
Delaware State College	Dover, Delaware
East Central State College	Ada, Oklahoma
Eastern New Mexico College	Portales, New Mexico
Florida, University of	Gainesville, Florida
Georgia State College for Women	Milledgeville, Georgia
Hunter College	New York City
Indiana University	Bloomington, Indiana
Iowa, State University of	Iowa City, Iowa
Kansas, University of	Lawrence, Kansas
Maryland, University of	College Park, Maryland
Mary Washington College	Fredericksburg, Virginia
Massachusetts State College	Amherst, Massachusetts
Michigan, University of	Ann Arbor, Michigan
Minnesota, University of	Minneapolis, Minnesota
Mississippi, State College for Women	Columbus, Mississippi
Missouri, University of	Columbia, Missouri
Nebraska, University of	Lincoln, Nebraska
Newark, University of (Rutgers)	Newark, New Jersey
New Jersey College for Women	New Brunswick, New Jersey
New Mexico, University of	Albuquerque, New Mexico
North Carolina, University of	Chapel Hill, North Carolina
Ohio State University	Columbus, Ohio
Oregon State College	Corvallis, Oregon
South Dakota, University of	Vermillion, South Dakota
Southeastern Louisiana College	Hammond, Louisiana
Tennessee, University of	Knoxville, Tennessee
Texas College of Arts and Industries	Kingsville, Texas
Vermont, University of	Burlington, Vermont
Washington, University of	Seattle, Washington
Wayne University	Detroit, Michigan
West Liberty State College	West Liberty, West Virginia
West Virginia State College	Institute, West Virginia
William and Mary, College of	Williamsburg, Virginia
Winthrop College	Rock Hill, South Carolina
Wisconsin, University of	Madison, Wisconsin
Wyoming, University of	Laramie, Wyoming

Catholic Colleges

Boston College
 Briar Cliff College
 Canisius College
 Carroll College
 Creighton University
 Dominican College
 Duchesne College
 Emmanuel College
 Fordham University
 Georgian Court College
 Holy Names, College of
 Immaculata College
 La Salle College
 Loretto Heights College
 Marygrove College
 Mary Manse College
 Marymount College
 Maryville College
 Misericordia College
 Mt. St. Vincent, College of
 Nazareth College
 New Rochelle, College of
 Notre Dame College
 Notre Dame of Maryland, College of
 Our Lady of the Lake College
 Rosemont College
 St. Benedict, College of
 St. Francis, College of
 St. Francis Xavier College for Women
 St. Joseph College
 St. Joseph's College
 St. Mary College
 St. Mary-of-the-Wasatch, College of
 St. Mary of the Woods College
 St. Michael's College
 St. Norbert College
 St. Scholastica, College of
 St. Teresa, College of
 St. Teresa, College of
 San Francisco, University of
 Seton Hill College
 Trinity College
 Xavier University

Location

Boston Massachusetts
 Sioux City, Iowa
 Buffalo, New York
 Helena, Montana
 Omaha, Nebraska
 San Rafael, California
 Omaha, Nebraska
 Boston, Massachusetts
 New York City
 Lakewood, New Jersey
 Oakland, California
 Immaculata, Pennsylvania
 Philadelphia, Pennsylvania
 Loretto, Colorado
 Detroit, Michigan
 Toledo, Ohio
 Tarrytown, New York
 St. Louis, Missouri
 Dallas, Pennsylvania
 New York, City
 Louisville, Kentucky
 New Rochelle, New York
 South Euclid, Ohio
 Baltimore, Maryland
 San Antonio, Texas
 Rosemont, Pennsylvania
 St. Joseph, Minnesota
 Joliet, Illinois
 Chicago, Illinois
 West Hartford, Connecticut
 Emmittsburg, Maryland
 Xavier, Kansas
 Salt Lake City, Utah
 St. Mary of the Woods, Indiana
 Winooski Park, Vermont
 West De Pere, Wisconsin
 Duluth, Minnesota
 Winona, Minnesota
 Kansas City, Missouri
 San Francisco, California
 Greensburg, Pennsylvania
 Washington, D. C.
 Cincinnati, Ohio

Private Non-Catholic Colleges

Albright College
 Allegheny College
 Alma College
 Anderson College
 Ashland College
 Baker University
 Bard College
 Bates College
 Beaver College
 Belhaven College
 Berea College
 Bethel College
 Birmingham-Southern College
 Boston University
 Brown University
 Buffalo, University of
 Calvin College
 Capital University
 Carleton College
 Carroll College
 Catawba College
 Colgate University
 Connecticut College
 Converse College
 Cornell College
 Culver-Stockton College
 Dartmouth College
 Davidson College
 Davis and Elkins College
 Denison University
 De Pauw University
 Dickinson College
 Duke University
 Elmira College
 Emory University
 Emory and Henry College
 Franklin and Marshall College
 George Washington University
 George Williams College
 Hamline University
 Hanover College
 Harvard University
 Hobart College
 Hood College
 Howard University
 Idaho, University of
 Illinois College
 Jamestown College
 Kenyon College
 Keuka College
 Lafayette College

Location

Reading, Pennsylvania
 Meadville, Pennsylvania
 Alma, Michigan
 Anderson, Indiana
 Ashland, Ohio
 Baldwin, Kansas
 Annandale-on-Hudson, New York
 Lewiston, Maine
 Jenkintown, Pennsylvania
 Jackson, Mississippi
 Berea, Kentucky
 North Newton, Kansas
 Birmingham, Alabama
 Boston, Massachusetts
 Providence, Rhode Island
 Buffalo, New York
 Grand Rapids, Michigan
 Columbus, Ohio
 Northfield, Minnesota
 Waukesha, Wisconsin
 Salisbury, North Carolina
 Hamilton, New York
 New London, Connecticut
 Spartansburg, South Carolina
 Mt. Vernon, Iowa
 Canton, Missouri
 Hanover, New Hampshire
 Davidson, North Carolina
 Elkins, West Virginia
 Granville, Ohio
 Greencastle, Indiana
 Carlisle, Pennsylvania
 Durham, North Carolina
 Elmira, New York
 Atlanta, Georgia
 Emory, Virginia
 Lancaster, Pennsylvania
 Washington, D.C.
 Chicago, Illinois
 St. Paul, Minnesota
 Hanover, Indiana
 Cambridge, Massachusetts
 Geneva, New York
 Frederick, Maryland
 Washington, D. C.
 Caldwell, Idaho
 Jacksonville, Illinois
 Jamestown, North Dakota
 Gambier, Ohio
 Keuka Park, New York
 Easton, Pennsylvania

Private Non-Catholic CollegesLocation

La Sierra College
 Lawrence College
 Lehigh University
 Lenoir Rhyne College
 Mary Baldwin College
 Maryville College
 Middlebury College
 Missouri Valley College
 Morningside College
 Mt. Holyoke College,
 Mt. Union College
 Muhlenberg College
 Muskingum College
 Newberry College
 New York University
 North Central College
 Ouachita College
 Pacific Lutheran College
 Pasadena College
 Pennsylvania College for Women
 Radcliffe College
 Randolph-Macon Women's College
 Reed College
 Rollins College
 Roosevelt College of Chicago
 St. Lawrence University
 Seattle Pacific College
 Simpson College
 Sioux Falls College
 Smith College
 Springfield College
 South, University of the
 Southern Methodist University
 Southwestern College
 Southwestern College
 Syracuse University
 Texas Christian University
 Trinity University
 Tulane University
 Tulsa, University of
 Union College
 Union College
 Valparaiso University
 Washington University
 Western College
 Western Reserve University
 Wheaton College
 Wilson College
 Wofford College
 Wooster, College of
 Yale University

Arlington, California
 Appleton, Wisconsin
 Bethlehem, Pennsylvania
 Hickory, North Carolina
 Staunton, Virginia
 Maryville, Tennessee
 Middlebury, Vermont
 Marshall, Missouri
 Sioux City, Iowa
 South Hadley, Massachusetts
 Alliance, Ohio
 Allentown, Pennsylvania
 New Concord, Ohio
 Newberry, South Carolina
 New York City
 Naperville, Illinois
 Arkadelphia, Arkansas
 Parkland, Washington
 Pasadena, California
 Pittsburgh, Pennsylvania
 Cambridge, Massachusetts
 Lynchburg, Virginia
 Portland, Oregon
 Winter Park, Florida
 Chicago, Illinois
 Canton, New York
 Seattle, Washington
 Indianola, Iowa
 Sioux Falls, South Dakota
 Northampton, Massachusetts
 Springfield, Massachusetts
 Sewanee, Tennessee
 Dallas, Texas
 Memphis, Tennessee
 Winfield, Kansas
 Syracuse, New York
 Fort Worth, Texas
 San Antonio, Texas
 New Orleans, Louisiana
 Tulsa, Oklahoma
 Barbourville, Kentucky
 Lincoln, Nebraska
 Valparaiso, Indiana
 St. Louis, Missouri
 Oxford, Ohio
 Cleveland, Ohio
 Wheaton, Illinois
 Chambersburg, Pennsylvania
 Spartansburg, South Carolina
 Wooster, Ohio
 New Haven, Connecticut

ACTIVE CHAPTERS OF ETA SIGMA PHI 1949-1950

<u>Chapter</u>	<u>College</u>	<u>Location</u>
Gamma	Ohio University	Athens, Ohio
Delta	Franklin College	Franklin, Indiana
Epsilon	State University of Iowa	Iowa City, Iowa
Zeta	Denison University	Granville, Ohio
Theta	Indiana University	Bloomington, Indiana
Lambda	University of Mississippi	University, Mississippi
Pi	Birmingham-Southern College	Birmingham, Alabama
Sigma	Miami University	Oxford, Ohio
Tau	University of Kentucky	Lexington, Kentucky
Upsilon	Mississippi State College for Women	Columbus, Mississippi
Psi	Vanderbilt University	Nashville, Tennessee
Omega	College of William and Mary	Williamsburg, Virginia
Alpha Delta	Agnes Scott College	Decatur, Georgia
Alpha Epsilon	Lehigh University	Bethlehem, Pennsylvania
Alpha Theta	Hunter College	New York City, New York
Alpha Kappa	University of Illinois	Urbana, Illinois
Alpha Nu	Davidson College	Davidson, North Carolina
Alpha Xi	Washington University	Saint Louis, Missouri
Alpha Omicron	Lawrence College	Appleton, Wisconsin
Alpha Pi	Gettysburg College	Gettysburg, Pennsylvania
Alpha Rho	Muhlenberg College	Allentown, Pennsylvania
Alpha Tau	Ohio State University	Columbus, Ohio
Alpha Upsilon	Wooster College	Wooster, Ohio
Alpha Phi	Millsaps College	Jackson, Mississippi
Alpha Chi	Tulane University	New Orleans, Louisiana
Alpha Psi	Washington and Jefferson College	Washington, Pennsylvania
Alpha Omega	Louisiana State University	University, Louisiana
Beta Alpha	University of South Dakota	Vermillion, South Dakota
Beta Gamma	Westhampton College	Richmond, Virginia
Beta Zeta	University of Richmond	
Beta Eta	St. Louis University	Saint Louis, Missouri
Beta Theta	Westminster College	Fulton, Missouri
Beta Iota	Hampden-Sidney College	Hampden-Sidney, Virginia
Beta Kappa	Wake Forest College	Wake Forest, North Carolina
	College of Notre Dame of Maryland	Baltimore, Maryland
Beta Lambda	Marymount College	Salina, Kansas
Beta Mu	Butler University	Butler, Indiana