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CHAPTER I

FORMULATION AND DEFINITION OF THE PROBLEM

The Problem

The history of the teaching of any school subject reveals certain trends or tendencies that characterize the different periods of education. The term, "trends," is not used with reference to those fads which flash forth, usually accompanied with great enthusiasm, and then in a short time die out. It is rather used in consideration of those movements which extend over a longer period of time and leave a lasting effect upon the treatment of the subject.

It is the purpose of this study to investigate the present presentation of the subject of Latin and to trace the trends and tendencies in the teaching of this subject in the public high schools during the decade, 1930 to 1940, a period sufficiently removed from the Classical Investigation and the publication of its report to note the more definite and lasting results.

The specific problems to be investigated in this study are:

1. To survey the objectives named for the teaching of Latin today in the light of those named in the Classical Investigation, to determine their rank of importance today, and, if changes have been made, to designate the

trend.

2. To present the content materials as followed today, to determine whether courses have been enriched in accordance with the recommendations of the Classical Investigation, and to trace trends in the offerings of content materials today.

3. To study the methods which are being used a decade and more following the Classical Investigation, to reveal changes discovered, and to determine trends in teaching procedures.

4. To disclose the activities and projects followed in the teaching of Latin and to determine whether they are broader in scope than in the days preceding the Classical Investigation.

5. To investigate methods of evaluation with reference to the attainment of the objectives named for the study.

6. To survey the presentation of the subject in the junior high schools as to objectives, content materials, and methodology, and to present the trends in this phase of the work.

7. To study the work of the Latin department in the cooperative plan of education with other departments represented and to ascertain whether the work is being taught in its relation to other subjects and to modern life.

Treatment of the Subject

The method of research involved in this study is that of a survey, reviewing the objectives offered for the study of Latin today, the content presented, the methods used, and the activities connected with the work, as offered in the public high schools of the United States of America during the decade, 1930-1940.

The information and data for this study were gathered from the following sources: (1) periodicals and books; (2) courses of study in Latin, published between the years, 1930 and 1940; (3) returns from inquiry blanks; (4) prefaces of textbooks; and (5) visitation of some classes and conferences with teachers.

The files of the Classical Journal and the Classical Outlook for the years, 1930 to 1940, were searched carefully for material relative to this subject, as well as such periodicals as Education, School and Society, Curriculum Journal, Teachers College Record, Review of Educational Research, School and College, North Central Association Quarterly, Clearing House, and others which published articles relative to high school Latin.

The books read were those of authorities on secondary education, on curriculum practices, and on the methodology of Latin. A list of these books may be found in the bibliography of this study.

Courses of study were used as a basis for information

on trends, since it seemed that they would be the logical source for information on present practices in objectives, content, and methods. The well organized course of study should define clearly the objectives and standards of attainment to be reached through the study of any subject; it should present the organization of content and materials to be used in the accomplishment of the objectives named; it should offer a discussion of methods considered helpful, along with a program of tests and measurements; and there should be adequate lists of materials and instructional aids as well as a complete list of reference books for both teacher and pupils.¹ Courses of study organized along these lines should reflect the trends in the teaching of any subject.

An effort was made to secure all courses of study in Latin that had been published or revised during the decade, 1930 to 1940, the period under discussion. The list was determined through an investigation of the files of the Curriculum Journal for the period of the study; also from

¹ H.L.Caswell and D.S.Campbell, Curriculum Development, p. 455. New York: American Book Company, 1935.

E.M.Draper, Principles and Techniques of Curriculum Making, p. 735. New York: D. Appleton-Century Company, 1936.

L.Thomas Hopkins, Curriculum Principles and Practices, pp. 422,423,426. Chicago: Sanborn and Company, 1929.

information furnished by H. B. Bruner.² Forty-two courses of study in Latin were obtained, the geographical distribution of which is shown in Figure 1. The list of the courses of study may be found in the Appendix of this study.³

An inquiry form of six pages, a copy of which is found in the Appendix,⁴ was sent to one hundred and fifty of the larger cities of the United States, to be filled out by some teacher of Latin who was thoroughly conversant with the practices of the department throughout the schools of that particular city. An effort was made to reach at least two or three of the larger cities in each state. As a result, eighty-one replies were received, the list of which is given in the Appendix.⁵ The geographical distribution of the eighty-one replies is shown in Figure 2.

Additional information and data were obtained from the prefaces of modern textbooks which carry suggestions as to the use of content materials, frequently offering helpful suggestions as to methods. Information as to trends was also gathered from visitation of classrooms and

2

Herbert B. Bruner, Professor of Education, Teachers College, Columbia University, New York City.

3

Appendix, pp. 242-246.

4

Appendix, pp. 254-259.

5

Appendix, pp. 250-253.

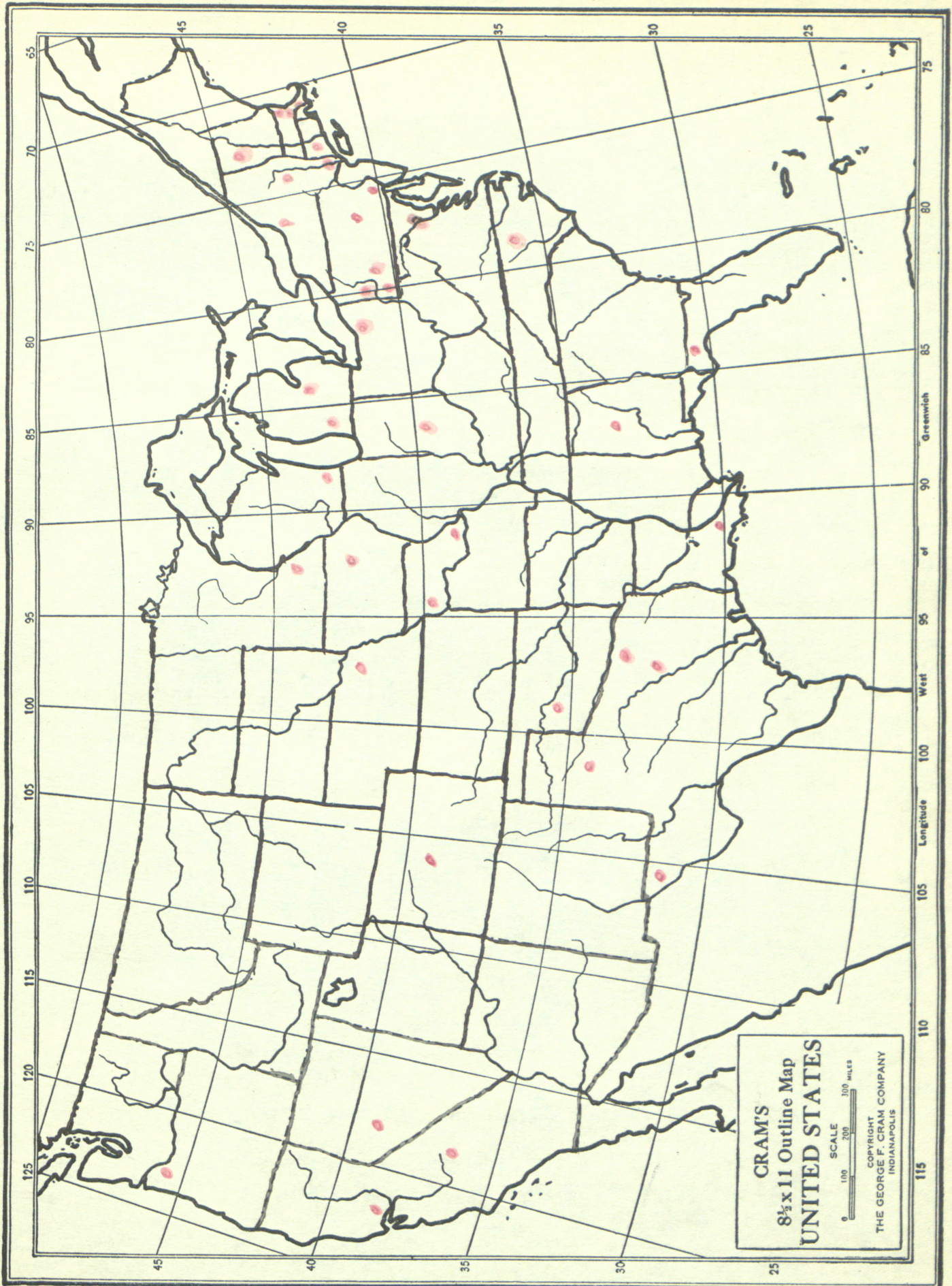


Fig. 1.- Geographic Distribution of Cities Submitting Courses of Study in Latin.

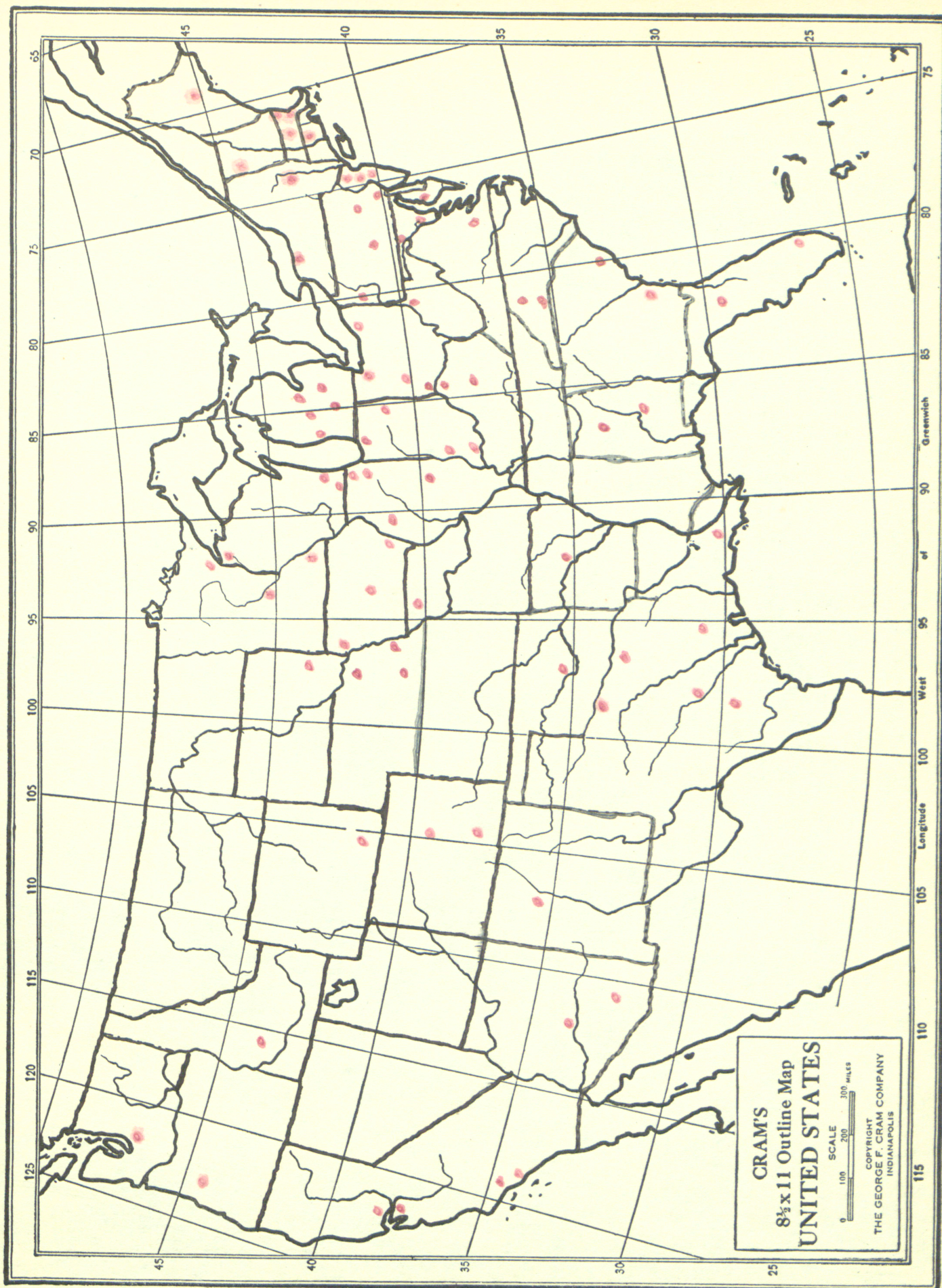


Fig. 2.- Geographic Distribution of Cities Replying to the Inquiry Blanks.

conferences with teachers. The latter source of information was necessarily limited because of distances and lack of time.

Justification of the Subject

Since the study of Latin is one of the oldest subjects given in the American high school, it has undergone many changes in the course of its presentation. It, therefore, seems fitting to give a brief review of the trends shown in the history of teaching this subject. Such variations are brought about by changes in the social life of a country, as is evident in recent years when the highly developed industrial life, in addition to the economic depression, has brought about a demand for the vocational and industrial training, a training which would bring in a quick revenue. On the other hand, in the early New England life, when emphasis was placed upon the preparation for college and subsequently for the professions, both Latin and Greek were considered as essentials in the training for culture and from an early age the pupil studied these subjects as a definite preparation for life. That these subjects were an absolute requirement for college entrance is shown in the following quotation from the Massachusetts Law:⁶

⁶
Elwood P. Cubberley, Readings in the History of Education, p. 292. Boston: Houghton Mifflin Company, 1920.

When any schollar is able to understand Tully or such like Classical Latine author extempore, and to make and speake true Latine in Verse and Prose, suo ut aiunt Marte: And to decline perfectly the paradigms of Nounes and Verbes in the Greek tongue; Let him then and not before be capable of admission into Colledge.

From the close of this early period of American education, when the knowledge of Latin and Greek was so essential to college entrance, there is almost a continuous trend through the years to lessen the requirements in these subjects until the present time, when, in the education of an industrial age, they are placed in the status of elective studies. In the history of Latin as a subject in secondary education, there are four distinct periods: the Latin Grammar School Period, 1635-1776; the Academy Period, 1777-1860; the Early High School period, 1861-1899; and the Later High School Period, 1900-1923.⁷ Snyder reported that the Classical Investigation definitely completed the close of the fourth period and marked the beginning of another development. This new development may be designated as a fifth period, forming the basis of this particular study, the major part of which is devoted to the decade, 1930-1940.

The first period, the Latin Grammar School Period, was dominated by the determination "to keep learning from

⁷ Olivia Wagner Snyder, "The History of Method and Content in the Latin Courses of the American Secondary School," p. 1. Unpublished Master's thesis, University of Chicago, Department of Education, 1928.

being buried in the grave of the fathers,"⁸ and the Grammar schools were generally understood to be schools where Latin and Greek were taught, the objectives being preparation for college and the ability to interpret the Scriptures. The pupils entered upon the study of these languages at an early age and devoted many years to it.

The content consisted of easy "made" Latin in the early stages, Cheever's Accidence being the text used along with Ford's Latin Grammar, both of which were memorized and repeated to the master. In the work of the translation of English into Latin, Aesop's Fables were translated into Latin verse, and the syntax for every word had to be given along with the rule governing it.⁹ Later in the course, such Latin authors as Caesar, Cicero, Ovid, Vergil, and Sallust were read.

The second or Academic period was marked by a continuous emphasis upon the study of Latin as knowledge and as a preparation for college entrance, and later on for the professions. An attempt was made toward rendering

8

Catalogue of Boston Public Latin School, with an historical sketch by Henry F. Jenks, p. 6. Boston: Boston Latin School Association, 1886.

9

Ibid., p. 26.

Latin more practical by relating it to the study of English.¹⁰

The third or Early High School period witnessed a "considerable expansion of purpose." The subject was taught with certain objectives in view such as mental discipline, aid to training in English, and as a means of acquiring an understanding of cultural and historical background.¹⁰ In the early part of the period there was in evidence a tendency to decrease the number of classical authors read and to limit the material offered before the reading of the classical author. Snyder found that by the end of the nineteenth century, this tendency had restricted the Latin course to a formal, narrow content¹¹ with practically no reading of "made" Latin before the actual study of the classical author. The reading of the Latin had narrowed to the works of Caesar, Cicero, and Vergil.

Perry says that good, bad, and indifferent pupils had exactly the same assignments and were called for their recitation in turn. He continues,¹²

We were doing literally, what our fathers had done before us. My first Latin lesson, in the preface to Livy, was, as I discovered in my father's diary exactly the same assignment which he had had in 1843; and it was also precisely what my son had at Williams as a Freshman in 1916.

¹⁰

Olivia Wagner Snyder, op. cit., p. 5.

¹¹

Ibid., p. 26.

¹²

Bliss Perry, And Gladly Teach, pp. 38-39. Boston: Houghton Mifflin Company, 1935.

Thus, he concludes that for sixty-eight years it had been a continuation of the same assignments, showing how fixed the course had become. The theory of that time was that grammatical drill was what was necessary and classic authors were studied with this in mind. Vergil was read rather as a basis for drill in syntax than as a great masterpiece of literature, and Perry recalls no mention of any works of Vergil other than the Aeneid.

Near the end of the fourth period occurred the Classical Investigation and in due time its report was published, listing pages of objectives for the study of high school Latin. In this report, the Committee recommended a departure from the narrow formal content to a much broader field of material, in which both simple and "made" Latin were to be read, also a much wider range of classical authors and ample choice in their works. A recommendation was also made for a greatly increased attention to collateral reading.

This study is interested in the period following the Classical Investigation, especially in the years of the decade, 1930 to 1940, a period sufficiently remote from the work of the Investigation to show the more lasting results.

While there is a decline in the number of those interested in the study of Latin in the public high schools, it is not so great as many are led to believe by the re-

ports that are given at times. When percentages of total enrollment in the high schools are given, many fail to realize its full meaning. The compulsory education laws brought into the high schools great numbers of pupils, most of whom were not interested or fitted for such subjects as foreign languages; therefore, the registration in such subjects was not increased in proportion to the increase in total high school enrollment. Although this is not a study in statistics, there are some interesting statistical facts which may prove enlightening in this connection.

Jessen and Herlihy found that Latin maintained its position as the principal foreign language in the curriculum of the American high schools,¹³ reaching its peak in the years, 1900 to 1910, when approximately one half of the entire registration studied the subject. However, they report a steady decline from that time forward in the following percentages:

37.3 per cent of total enrollment pursued Latin in 1915; 27.5 per cent in 1922; 22 per cent in 1928; and 16 per cent in 1934.

Lawler cites the statement of Tanner as to the

¹³ Carl A. Jessen and Lester B. Herlihy, Offerings and Registrations in High-School Subjects, 1933 - 1934, p.4. Office of Education Bulletin No. 6, 1938. Washington: Government Printing Office, 1938.

actual numbers¹⁴ of those studying Latin in the public high schools of the United States in the years, 1890 to 1934. The figures which were obtained from the reports of the United States Commissioner of Education are shown in Table I. According to these reports the number registered for the study of Latin in 1934 was more than ten times the registration in the year, 1890.

The comparison between the percentages and the actual registration is shown in Table II, in which it is revealed that in 1910, when fifty per cent of the enrollment were taking Latin, the actual registration for the subject was 362,548, while in 1934 the percentage is quoted as sixteen and there were in reality 725,142 pupils registered for Latin.

Anderson and Eliassen pointed out the fact that from 1922 to 1931 there was an approximate increase of 88,000 (thirteen per cent) taking Latin, but at the same time there was an actual decrease of about five per cent in the percentage of all pupils who were taking Latin.¹⁵

A study of this type would seem to be justified from the standpoint of cost of instruction. Practically all

¹⁴ L.B. Lawler, "Is Latin Dying Out?" Classical Outlook, XVIII (January, 1941), 35.

¹⁵ Earl W. Anderson and R. H. Eliassen, "Foreign Language Teachers in Public High Schools in the United States," Classical Journal, XXVII (December, 1931), 166-172.

TABLE I

REGISTRATION OF PUPILS IN LATIN IN THE
PUBLIC HIGH SCHOOLS OF THE
UNITED STATES FOR YEARS, 1890 - 1934

Year	Registration
1890	70,411
1895	153,950
1900	262,767
1905	341,248
1910	362,548
1915	434,925
1922	593,086
1928	636,952
1934	725,142

TABLE II

PERCENTAGE OF TOTAL HIGH SCHOOL ENROLLMENT
AND ACTUAL LATIN REGISTRATION IN THE
HIGH SCHOOLS OF THE UNITED STATES
1890 - 1934

Year	Percentage of * Total Enrollment	Registration # in Latin
1890		70,411
1895		153,950
1900	50.0	262,767
1905	50.0	341,248
1910	50.0	362,548
1915	37.3	434,925
1922	27.5	593,086
1928	22.0	636,952
1934	16.0	725,142

*Offerings and Registrations in High School Subjects, op. cit., p. 4.

#Lawler, op. cit., p. 35.

pupils who elect Latin pursue the study for at least two years. The cost of supplying a teaching staff for more than seven hundred thousand pupils is sufficiently great to justify an investigation of trends in the presentation of the subject.

Organization of the Study

In accordance with the outline of the problem, and with the information received from the sources indicated, the study is presented in the following order:

A discussion of the related literature, including a survey of the Classical Investigation and its report, and minor surveys of like nature. A summary of the opinions of various psychologists and educators as to the status of Latin as a high school subject.

A consideration of the aims and objectives for the study of Latin, as presented in the courses of study and in the inquiry blanks received, in the light of the objectives named in the Classical Investigation.

A study of the content and activities offered in the courses of study, as compared with the recommendations of the Classical Investigation.

A discussion of methods used to accomplish the objectives offered for the study of Latin. These methods are suggested in some of the courses of study, and also in the data obtained from the inquiry blanks. Methods of evaluation of outcomes, and of correlation with other

subjects are also presented.

A treatment of the various activities carried on in connection with the study of Latin by way of motivation, noting plans for Latin clubs and entertainments offered.

A discussion of the work in Latin, as presented in the curriculum of the junior high school, noting objectives, content, methods, and textbooks used.

Lastly, a summary of trends and tendencies in objectives, content, and methods, as found in the study, and suggestions as to further investigations needed.

CHAPTER II

RELATED LITERATURE

In the treatment of this phase of the study, the reports of investigations and surveys were studied and summarized. These investigations include the work of such deliberative committees as the Committee of Ten, the Committee of Twelve, and the Commission of Fifteen, all of which were appointed relative to the content of the high school Latin course. Experimental and statistical studies were reviewed in so far as they were related to this study. There are also included certain miscellaneous studies, consisting of investigations of limited phases of the subject, such as Masters' theses and studies reported in periodicals. The opinions of prominent educators in regard to the status of high school Latin were also studied and summarized.

Early Surveys of High School Latin

As the objectives of secondary education began to break away from the idea of preparation for college as the sole aim, an objective that held sway until the coming of the Industrial Age, and to take on the aims of an education more practical for those who were denied the possibility of college education, the proponents of Latin began to find themselves more and more on the defensive. Surveys and investigations were started in an effort to determine

the place of Latin in secondary education. These investigations were made largely through the instrumentality of the National Education Association.

One of the earliest surveys was that of the Committee of Ten, a committee appointed under the auspices of the National Education Association in July, 1892. The report¹ of this committee was still in harmony with the old objective of college preparation, and in reality placed the stamp of authority upon the content which had been given for years and was to continue as the official content until the year, 1924, when the report of the Classical Investigation was made. Another important feature of this report was that it advised the reading of Latin as Latin, or in more modern terms, in the word-order method, as the proper aim of instruction in Latin.

The Committee of Twelve investigated the instruction in Latin in about one thousand high schools and academies in the early 1900's. They reported² that a tendency existed in the school program to increase the amount of time de-

¹National Education Association, Report of the Committee of Ten on Secondary School Studies, "Latin", pp. 60-75. New York: American Book Company, 1894.

²"Report of the Committee of Twelve on College Entrance Requirements," Transactions and Proceedings of the American Philological Association, Appendix, pp. lxxxiv - cxiv. Boston: Ginn and Company, 1899.

voted to Latin and, therefore, set up a much more extensive content than that recommended by the Committee of Ten, with the result that the recommendation had little effect, since the curriculum was already overloaded. The committee renewed the recommendation for the Latin word-order method. It is interesting to note that they gave the credit for the tendency to lengthen the Latin course, not to the colleges and universities, but rather "to the characteristics of a spontaneous movement on the part of the principals and teachers in the secondary schools."³

The Commission of Fifteen, appointed for an investigation of college entrance requirements, recommended⁴ the same amount of content for the Latin course, but encouraged a variation in reading, permitting selections from various Latin authors and works. They, however, made the same error as did the earlier committees, in that they refused to lighten the very much overloaded program, thus giving teachers no time for making the course more practical or enjoyable. The emphasis was still given to preparation for college. They recommended with emphasis the "Latin word-order method

³
"Report of Committee of Twelve on College Entrance Requirements," op cit., p. xcvi.

⁴
"Report of the Commission on College Entrance Requirements in Latin," Transactions and Proceedings of the American Philological Association of 1910, Appendix, pp. cxxxv-cxl. Vol. XLI. Boston: Ginn and Company, 1910.

of reading from the beginning".⁵

The committee for a survey was appointed by the American Classical League as the result of an offer made by the General Education Board to finance an investigation of the classics as they were taught in the American secondary schools.⁶ The committee was composed of fifteen members, college professors and teachers in secondary schools, under the leadership of Andrew F. West. Their investigation, which lasted three years, comprised a general survey of the status of Latin as taught in some two thousand schools, involving nine thousand teachers and about 150,000 pupils; as well as an extensive period of research and experimentation, and a program of controlled testing. The procedure of this investigation was marked by two innovations: that of controlled testing and the recommendations of teachers of experience in the teaching of secondary school Latin.

The report of this committee was so favorably received that "its chapters dealing with objectives, content, and method rapidly assumed the place of a teacher's

⁵"Report of the Commission on College Entrance Requirements in Latin," op. cit., p. cxxxvii.

⁶The Classical Investigation, Part I, General Report, p. 1. Princeton: Princeton University Press, 1924.

manual."⁷

The committee reported that, of every one hundred pupils who entered upon the study of Latin in the first year of the secondary schools, scarcely five continued the study for the remaining four years and in college; therefore, the ninety-five who discontinued Latin must gain their results from its study during that period;⁸ and there was the need for a better organization of content and methods, adapted to the ability and interests of the pupils. In accordance with these findings, the committee listed in its report definite objectives for the study of Latin, and suggestions for content and methods, suited to the accomplishment of these objectives, all of which will be considered later in the present study.

The National Survey of Secondary Education was made at the suggestion of the North Central Association of Colleges and Secondary Schools, with a report on instruction in Latin made by Helen M. Eddy. Her findings were that the "newer courses of study embody the recommendations of the Classical Report as to objectives, content, and pro-

⁷Mason D. Gray, The Teaching of Latin, p. 8. New York: D. Appleton and Company, 1929.

⁸The Classical Investigation, op. cit., p. 31.

cedures."⁹ She also found that the overloaded courses had been relieved by a reduced amount of grammar for the first year and by a postponement of the reading of the first classical author, Caesar, to the fourth semester. Eddy stated¹⁰ further that the

suggestions appearing in course outlines as to teacher and pupil activities which are to lead to the attainment of the primary immediate aim of the course, namely, reading and understanding Latin, are not followed, to any appreciable extent.

In writing later with regard to the methods used, Eddy said that "while teachers pay lip service to functional methods, actual classroom procedure was largely formal."¹¹

She named several factors as causes of the use of the grammar-translation method in preference to the reading method, among which was the fact that the College Entrance Board required a translation, as well as a knowledge of forms and constructions of syntax, and also prose com-

!!!

9

Helen M. Eddy, Instruction in Foreign Languages, p. 49. Office of Education Bulletin, 1932, No. 17; National Survey of Secondary Education, Monograph 24. Washington: Government Printing Office, 1933.

10

Ibid., p. 49.

11

Helen M. Eddy, "Recent Trends in the Teaching of Secondary Latin," Education, LIV (June, 1934), 598.

Helen M. Eddy, "Curriculum Investigations," Review of Educational Research, VII (April, 1937), 148-149.

position.¹² Another cause named was the fact that many experienced teachers believe that a synthetic knowledge of language structure is essential for the acquisition of the ability to read Latin. She felt that the teachers had not yet reached sufficient confidence in the results of the direct reading method. As salient features of outstanding teaching practice, she recommended that the teacher must awaken the pupils to a realization and appreciation of the profound debt of modern civilization to the ancient world; also that the teacher must be interested in the pupil as an individual and must be willing to break away from "mass routine and formalized modes of procedure." Another feature named was that of an unfaltering devotion to the primary aims of the course, as expressed in terms of the development of desirable capacities, along with the utilization of classroom activities that are directed toward the attainment of the objectives, these being followed by a definite evaluation of success in terms of the degree to which the abilities have been obtained.¹³

The committee, named for the Stanford Language Arts Investigation, carried on its study with certain principles

¹² Helen M. Eddy, Instruction in Foreign Languages,
op. cit., p. 49.

¹³ Ibid., p. 52.

as a basis:¹⁴

(1) that language is a means and never the end, and that it should be taught with the purpose of facilitating the expression and comprehension of thought content;
 (2) that primary emphasis on form and mechanics, such as is the case in Grammar methods, leads to self-consciousness rather than to language consciousness.

They recommend the choice of content and activities for the attainment of worthy attitudes, interests, and appreciations. It was the belief of the committee that the knowledge of grammar had no more relation to the use of a language than the knowledge of the various parts of the automobile has to the driving of a car.

In the classes where these experimental principles were put into operation for two years, they found that¹⁵ there was an increase of from one hundred to three hundred per cent in the number of pupils who voluntarily continued the study beyond the required two years; that the number of pupils who discontinued the study was materially reduced; that the student interest in language was maintained at a high level with a noticeable gain in tolerance toward the peoples whose language they were studying; that in the experimental classes where the reading, writing, and speaking were centered around a content of cultural reading there

14

Walter V. Kaulfers, "Foreign Language Outcomes of the Stanford Language Arts Investigation," School and Society, LII (September 21, 1940), 235.

15

Ibid., p. 237.

was a gain in knowledge of the people and of the country from two to three times as great as in the classes which studied the language in the conventional manner.

Experimental Studies

One of the important claims for the study of Latin has been the increased ability to speak and write correct and effective English through an increased vocabulary. Contribution to knowledge and comprehension of English words, supposedly gained from the study of Latin, have been the basis of much experimental study.

In testing the effects of first year Latin upon gains in knowledge of English vocabulary of Latin and non-Latin origin, Thorndike and Ruger, using the Carr English Vocabulary test, found that in words of Latin origin the Latin pupils gained during the year 4.7 words, while the non-Latin pupils gained 1.8 words. There was no marked distinction in words of non-Latin origin.¹⁶

Haskell,¹⁷ in a study relative to the teaching of de-

¹⁶ E.L. Thorndike and G.J. Ruger, "The Effects of First Year Latin upon a Knowledge of English Words of Latin Derivation," School and Society, XVIII (October 6, 1923), 417-418.

¹⁷ R.I. Haskell, "A Statistical Study of the Comparative Results Produced by Teaching Derivation in the Ninth-Grade Latin Classroom and in the Ninth-Grade English Classroom to Non-Latin Pupils," a Doctor's dissertation, University of Pennsylvania, 1924.

rivatives to Latin and non-Latin pupils, found that the differences in gain in words of non-Latin origin were insignificant, while in words of Latin origin the non-Latin class made a gain of 1.65 words and the Latin class a gain of 7.60 words. In a study of like nature,¹⁸ Hamblen confirmed the findings of Haskell. In an investigation of the effect of the teaching of first year French on the acquisition of English vocabulary, Woody found that when gains were calculated their rank order from the highest to lowest was "beginning Latin", "non-language", and "beginning French."¹⁹

Douglass and Kittelson made a study to determine whether Latin pupils were significantly superior to non-Latin pupils of equivalent mental ability in English grammar, spelling, and vocabulary. They used six schools of wide range in social level, representative of the best schools of their size. Pupils with two years of Latin were tested against those with no Latin, a total of 112 pairs; also pupils with three or four years of Latin were compared with

¹⁸ A.A. Hamblen, "A Statistical Study to Determine the Amount of Automatic Transfer from a Study of Latin to a Knowledge of English Derivatives and to Determine the Extent to which this Amount May be Increased by Conscious Adaptation of Content and Method to the Attainment of this Objective," a Doctor's dissertation, University of Pennsylvania, 1924.

¹⁹ Clifford Woody, "The Influence of the Teaching of First-Year French on the Acquisition of English Vocabulary," Studies in Modern Language Teaching, Chapter III. New York: Macmillan Company, 1930. Pp. 149-184.

those who had no Latin. The results showed only slight differences in favor of the Latin pupils over the non-Latin pupils.²⁰

Lawler studied the possibility of the study of Latin as an aid in increasing the pupil's ability to spell English words.²¹ Basing her study on almost a million spellings, she calculated that about sixty-five per cent of errors might have been remedied by a study of Latin, that seven per cent might have been caused by Latin, and that twenty-eight per cent could not have been remedied by the study of Latin. In a similar study, Coxe found that in words of Latin origin the Latin pupils gained 3.6 words during the year, while the non-Latin pupils gained 2.6 words, there being a very slight difference between the two groups in words of non-Latin origin.²² He also discovered that, when the relation between Latin and English

²⁰ Harl R. Douglass and Clifford Kittelson, "The Transfer of Training in High School Latin to English Grammar, Spelling, and Vocabulary," Journal of Experimental Education, IV (September, 1935), 26-33.

²¹ L.B. Lawler, "The Remediability of Errors in Spelling through the Study of First-Year Latin," a Doctor's dissertation, State University of Iowa, 1924.

L.B. Lawler, "The Potential Remediability of Errors in English Spelling through the Study of High School Latin," Classical Journal, XXI (November, 1925), 132-148.

²² W.W. Coxe, "The Influence of Latin in Spelling of English Words," Journal of Educational Research, IX (March, 1924), 223-233.

spelling was emphasized, there was an appreciable effect on the spelling of Latin derivatives.

Starch made an investigation of the influence of the study of Latin upon the knowledge of English grammar and also upon the ability to use English correctly. He reported that the study of Latin tended to increase considerably the knowledge of English grammar, but that influence upon the ability to use English was slight.²³ Similar investigations of the effect of the study of Latin upon the ability to use English were made by Thorndike,²⁴ Dallam,²⁵ Price,²⁶ Miller,²⁷ and Wilcox.²⁸ Otis conducted an investigation of the effect

²³ Daniel Starch, Educational Psychology, p. 233. New York: MacMillan Company, 1919.

²⁴ E.L. Thorndike, "The Influence of First-Year Latin upon the Ability to Read English," School and Society, XVII (February 10, 1923), 165-168.

²⁵ Theresa M. Dallam, "Is the Study of Latin Advantageous to the Study of English?" Educational Review, LIV (December, 1917), 500-503.

²⁶ William R. Price, H. G. Thompson, and E. B. Richards, "Translation into English," School and Society, XXIV (January 9, 1926), 54-56.

²⁷ S.R. Miller and T.H. Briggs, "The Effect of Translation on English," School Review, XXXI (December, 1923), 756-762.

²⁸ M.J. Wilcox, "Does the Study of High School Latin Improve High School English?" School and Society, VI (July 14, 1917), 58-60.

of the study of Latin upon ability in English composition. He eliminated the factor of intelligence by making his selection of pupils, both Latin and non-Latin, through the use of intelligence tests. In the final results of his investigation the composition score of the Latin pupils was 6.5, while that of the non-Latin pupils was 6.1; the vocabulary test score of the Latin pupils was 16.2, while the non-Latin group rated 12.2.²⁹ These returns indicated that the study of Latin increases the ability of the student to use the English language and that it makes a significant difference in the knowledge of English words of Latin origin.

Miller and Briggs studied the effect of translation upon the correct use of English, and found that thirty-four per cent of the translations were failures in comprehension of thought, that forty per cent were below the standard of good English, and that only two per cent were faultless English.³⁰ The translations for these tests were taken from Cicero's Orations.

A number of investigations of the effect of a study of Latin upon the learning of other foreign languages have

²⁹A.T.Otis, "The Relation of Latin to Ability in English Vocabulary and Composition," School Review, XXX (January, 1922), 45-50.

³⁰Miller and Briggs, op.cit., p. 757.

been made, among them the studies by Kirby and Cole. The former based his findings upon the records of students at the State University of Iowa, and reported that, under the conditions of teaching Latin and French at that time, the student's chances of success in first-year French were slightly increased in proportion to the length of time he had studied Latin.³¹ Cole, in a study made on the basis of records of students at Oberlin College, confirmed the findings of Kirby with reference to both first-year French and first-year Spanish.³²

The findings of Swan,³³ later confirmed by Grise,³⁴ in a study of the effect of the study of Latin upon mental habits, showed that pupils are not orderly in their procedures in the study of Latin.

In translating a Latin sentence, one-half of the pupils followed the order of the English sentence, one-sixth looked for the verb first, and about one-sixth tried to

³¹ Thomas J. Kirby, "Latin as a Preparation for French of Spanish," School and Society, XVIII (November 10, 1923), 563-569.

³² L.E. Cole, "Latin as a Preparation for French and Spanish," School and Society, XIX (May 24, 1924), 618-622.

³³ Ruth Swan, "A Study of the Content and Method of High School Latin from the Viewpoint of College Freshmen," an unpublished Master's thesis, Indiana University, 1923.

³⁴ F. C. Grise, "Content and Method in High School Latin," Unpublished Doctor's dissertation, George Peabody College for Teachers, 1924.

read the Latin by the word-order method. In the study of mental discipline in high school studies, Thorndike based his conclusions upon the results of tests given to several thousand tenth grade pupils, and reported³⁵ that the amount of growth or improvement from individual studies is small; therefore, he maintained that languages have no claim to superiority. He attributed the seeming improvement of some pupils from certain subjects to the fact that they, being already good thinkers, had taken such subjects and made an improvement by the "inherent tendency of the good to gain more than the poor from any study." Newcomb, interested in the prevailing opinion that the study of Latin had great disciplinary value, reported that there was much less difference in general intelligence between Latin and non-Latin pupils than was supposed, and that an undetermined part of the generally recognized superiority of Latin pupils is probably due to their training in desirable habits, attitudes, and ideals derived from the study of Latin.³⁶

In a study of high school subjects as conditioners for college success, Sorenson reported a positive relation existing between the number of units of high school

³⁵E.L. Thorndike, "Mental Discipline in High School Subjects," Journal of Educational Psychology, XV (January, 1924), 83-98.

³⁶E.I. Newcomb, "A Comparison of Latin and Non-Latin Groups in High School," Teachers College Record, XXIII (November, 1922), 412-422.

Latin and the marks received in college during the first three semesters, even when general intelligence was held constant.³⁷ Yates, in making a study of the records of seven hundred and six graduates of the University of Kentucky, Indiana University, and the University of Cincinnati, reported strongly in favor of the college-preparatory values of the study of high school Latin.³⁸ Clark, on the basis of records made at Northwestern University, found that Latin alone of the foreign languages usually studied, showed any traceable relationship to marks made in the first year of college, and that even in this group the positive correlation was so low that study of high school Latin could not be claimed as significant for predicting success in college.³⁹

Smith and Douglass made an investigation of the relation between study of high school Latin and success experienced in the first year of college work, with the results indicating that the students who have studied Latin in high school may be expected to make slightly higher

³⁷Herbert Sorenson, "High School Subjects as Conditioners on College Success," Journal of Educational Research, XIX (April, 1929), 237-254.

³⁸James A. Yates, The Type of High School Curriculum Which Gives the Best Preparation for College, College of Education Bulletin, 1929. University of Kentucky, 1929.

³⁹Edward L. Clark, "Amount of High School Latin as an Indicator of Success in College Work," School and Society, XXXV, (February 6, 1932), 189-190.

marks in their first year in college than pupils of equal ability who have studied German or no foreign languages, and that the Latin students can make higher marks while carrying a slightly heavier program of work.⁴⁰ The writers pointed to the fact that superior marks might be due to superior industry and to interest in intellectual and verbal activities, which may have led the student to the study of Latin, rather than being outcomes of such study.

Miscellaneous Studies

In a study of the teaching of Latin from its "supposed inception," Brown rejoiced because of the newer Latin⁴¹ teaching, but wondered what was actually being done in the classroom, rather indicating that the Classical Investigation was wasted effort. He predicted that the next decade, that of the thirties, would be the transition period between the old and the new teaching of Latin.

Sister Dillhoff reported that Latin had suffered a loss in terms of dominance and was on the defensive, that the objectives were largely understanding and appreciation, that the courses of study were not so progressive as the text-

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

41

Sidney L. Brown, "The Trend in the Teaching of Latin." Pp. 65. Unpublished Master's thesis, College of the City of New York, 1928.

books, and that the standard of achievement in the study of training in Latin in one hundred teachers colleges was low as compared with standards in the fields of fine and practical arts.⁴² Arledge, studying trends at almost the same time as Sister Dillhoff, reported that the objectives presented by the Classical Investigation committee had been widely accepted in theory, while practices in the school-room were being changed only gradually. She stated that there was a trend toward the use of materials that would attract, interest, and please the pupils. Her conclusion was that the technique employed by the majority of teachers was not that recommended by the report of the Classical Investigation, but rather the grammar-translation method; and that there was in evidence a growth in favor of the functional rather than the formal grammar, along with the reading method.⁴³

Woodford traced the trends from the early middle ages to the year, 1931, and found that changes of considerable consequence were in evidence, such as: the elimination of unessentials; vocabularies limited to Caesar, Cicero, and Vergil; a distribution of syntax throughout all four years

⁴² Sister Marie Dillhoff, O.S.F., "A Survey of Trends in the Teaching of Latin!" Unpublished Master's thesis, University of Cincinnati, 1938. Pp. iii / 65.

⁴³ Mary Gladys Arledge, "A Study of Recent Trends in the Teaching of Latin!" Unpublished Master's thesis, Hardin-Simmons University, August 1935. Pp. iv / 124.

instead of all syntax in one year; textbooks of better print and illustrations of a more interesting type; and, most radical of all changes, the fact that the College Entrance Examination Board no longer prescribed a definite amount of content to be read.⁴⁴

Macdonald reviewed the trends in the teaching of first year Latin and reported that there was a marked tendency to conform to the laws of learning; this was noticeable in the use of repetition employed in the exercises, and also in the inclusion of tests for mastery. There was a marked difference between the textbooks of the 1930's and those of earlier years.⁴⁵

From an investigation of trends as revealed by an analysis of textbooks, Johnsonius reported that they were more interesting, more useful to the pupil who did not continue the work in that they prepared for a better understanding of English and other related languages, and that they were a means of developing a cultural and historical background.⁴⁶

⁴⁴. Burton H. Woodford, "Trends in Latin from the Early Middle Ages to 1931!!". Unpublished Master's Thesis, University of Wichita, 1930. Pp. iv- / 166.

⁴⁵ Elizabeth J. Macdonald, "Trends in First Year Latin Instruction!!" Unpublished Master's thesis, Brown University, 1935. Pp. vi / 36.

⁴⁶ 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.

From an analysis of certain courses of study in Latin, Connolly found that they recognized the ultimate objectives of the Classical Investigation as valid; that "the qualitative offerings were on a par with each other, but that quantitative offerings were not at all equivalent."⁴⁷ and that grade placement of specific objectives coincided with what educators recommended.

In making a study of the content offered in the Latin courses, Boysen reported as follows: that forms were being presented functionally in accord with the recommendations of the Classical Investigation; that there was a steady decrease in the amount of syntax offered, and that it also was being taught functionally; that the amount of vocabulary was fixed at from four hundred to five hundred words for the first year, and five hundred for each succeeding year, with some derivation work; and that there was evident a decrease in the amount of translation from Latin to English, as well as in prose composition.⁴⁸

⁴⁷Sister Helene du S.S. Connolly, S.N.D. de Namur, "An Analysis and an Evaluation of Certain Courses of Study in Secondary Latin," p. 72. Unpublished Master's thesis, University of Cincinnati, 1930. Pp. vii / 85.

⁴⁸Marie J. Boysen, "Significant Modification in the Content of Latin Courses in American High Schools Since the Beginning of the Twentieth Century." Unpublished Master's thesis, University of Illinois, 1934. Pp vi / 165.

Sister Teresa made a study of "those materials in the high school Latin course which can be correlated with events of modern appeal."⁴⁹ She reported a richness of content that would make an appeal to the pupil in the tenth, eleventh, and twelfth year of school. The civic appeal is abundant in Caesar's Commentaries with a few examples in Cicero and Vergil, the ethical appeal in Vergil and Cicero, the religious in the Aeneid, the social aspect while less in number is found in all works studied in high school Latin.

Hawes⁵⁰ and Snyder⁵¹ made investigations of trends in methods of teaching Latin and reported a wide variety of procedures, ranging from the old standardized types to the newest and most recent experimentation. Snyder found a complete reversal of procedure in comparing the methods recommended in the Classical Investigation with those of the Latin Grammar School. She said that:⁵²

49

Sister Marie Teresa Cashin, "A Study of the Conceptual Values of the Content of the High School Latin Curriculum." Unpublished Master's thesis, University of Cincinnati, 1932.

50

Sylvia Hawes, "A Dissertation on the Classics with Special Emphasis on Latin Methods of Teaching, Past and Present, with Suggestions for Revitalizing the Language." Unpublished Master's thesis, Harvard University, 1933. Pp.82.

51

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

52

Ibid., p. 98.

the whole tendency of the Latin course has been to make it less formal, more interesting and vital, and of more real value to the pupil.

Nelson found that the analytic method of teaching Latin was still in practice in many classrooms as late as the year, 1935. She advocated supplementary readings as a great aid, not only to sight reading, but also as an aid to vocabulary study and knowledge of syntax, giving as proof of its value the fact that pupils who have done much reading are better prepared for the College Entrance Examinations than those taught by the grammar-translation method.⁵³

In an investigation of the value of Latin to the professions, Colvin based his findings upon the eight hundred and sixty-nine replies to a questionnaire mailed to men and women in various occupations and professions. The range of their language study was from 1876 to 1935, the mean amount of Latin studied being 2.7 years. He reported that 75.8 per cent felt that the study of Latin had given them a better understanding of English grammar; and 42.8 per cent indicated that the study of this language had made it easier to learn other foreign languages. Latin was of most help to those engaged in the medical and allied lines of work, teaching, law, and the min-

⁵³ Florence E. Nelson, "The Use of Supplementary Reading in the Teaching of Latin," p. 29. Unpublished Master's thesis, University of Southern California, 1935. Pp. iii / 144.

istry.⁵⁴ The replies also indicated that such study had been made more interesting after the Classical Investigation.

Statistical Studies

Studies of interest have been made in connection with the registrations in Latin in various cities and states. Danosky, statistician of the public schools of Washington, District of Columbia, compiled the following figures in 1940, showing percentage in Latin as compared with percentage of increase in total enrollment in the high schools.⁵⁵

TABLE III
PERCENTAGE REGISTRATION IN LATIN AND
TOTAL HIGH SCHOOL ENROLLMENT IN
WASHINGTON, D. C., IN 1940

Year	Latin Registration	High School Enrollment
1933	9.76	15.90
1934	17.89	13.71
1935	19.45	19.93
1936	27.44	24.71
1937	30.60	28.59
1938	37.99	31.46
1939	39.70	32.74
1940	35.50	33.24

⁵⁴ Charles Colvin, "A Study of the Practical Value of Latin to Men and Women in Various Occupations and Professions," Teachers College Journal, VII (July, 1936), 110.

⁵⁵ "Latin Registration at Washington, D.C.," Classical Journal, XXXVI (October, 1940), 52.

Between the years, 1931 and 1937, Latin as a subject in the junior high schools was fifth among twenty listed subjects of the curriculum and made an increase of 179.3 per cent in registration.⁵⁶

Kirby made a study of one hundred and thirty-one schools in the state of Illinois, not including Chicago, and found that of the entire number of pupils studying foreign languages, 53.5 per cent selected Latin.⁵⁷

Berry furnished the figures for the state of Indiana as follows:⁵⁸

TABLE IV
TOTAL HIGH SCHOOL ENROLLMENT
AND REGISTRATION IN LATIN IN
INDIANA, 1935 - 1940

Year	High School Enrollment	Registration in Latin
1935 - 36	179,027	39,166
1939 - 40	190,612	33,009

⁵⁶"Hints for Teachers," Classical Journal, XXXIII (May, 1938), 499-500.

⁵⁷Ruth Y. Kirby, "Latin in Illinois High Schools," Classical Journal, XXXVI (April, 1941), 443.

⁵⁸Lillian Gay Berry, Professor of Latin, Indiana University, Bloomington, Indiana.

Flickinger reports that in the high schools of New York City the aggregate in registration for all languages fell from 150,527 in March, 1939, to 142,218 in October, 1940; Latin suffering a loss from 21,115 in 1939 to 20,167 in 1940. He points out that an encouraging feature is the "evidence of the staying powers of the Latin students" since the registration in Latin in the eighth semester was six times that of German or Italian.⁵⁹

Skiles reports that classes in Latin at Westminster College for the first semester of 1940 showed an increase of fourteen per cent over that of the year before,⁶⁰ and Murley of Northwestern University writes that "while the liberal arts enrollment is a little lower, the classes in Latin and Greek have increased noticeably".⁶¹

These quotations have shown the tremendously increased enrollment for all high school work and registration in Latin that did not keep pace with the total enrollment. As mentioned before, the law for compulsory education greatly increased the total enrollments for high school work but the pupils who came into the high schools as a result of that law were not the type who would be interested

⁵⁹Roy C. Flickinger, "New Registration Figures for Foreign Languages in New York City," Classical Journal, XXXVI (June, 1941), 550- 53.

⁶⁰Jonah W. D. Skiles, "Increased Enrollments," Classical Outlook, XVIII (April, 1941), 67.

⁶¹Clyde Murley, "Increased Enrollments," Classical Outlook, XVIII (April, 1941), 67.

in the study of foreign languages. They were those who were seeking an education that would bring quick results in income. The economic depression also had a marked effect upon the registration for languages, in that pupils found it necessary to seek that training which would lead to an early income, thus increasing registrations in such departments as vocational training.

In a study of the causes of the decline in registrations for classical work, Peterkin found two factors: the fact that many colleges and universities no longer require Latin for admission, and that the subject is being crowded out by those subjects which at the moment have a greater appeal.⁶²

Other causes frequently mentioned for decreased registration are variations in aptitude; opposition and advice against the subject by those who have no knowledge of its values; conservatism of those who know the subject and its values, in making a stand for it; the attitude of administrative officers of the school system; and, the fact that often the subject is not taught as well as it should be.

Opinions of Prominent Educators

In his discussion of the place of foreign languages

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L. Denis Peterkin, "The Classics in School and College," Classical Journal, XXXI (November, 1935), 89.

in the high school, Inglis said,⁶³

there is involved no question of general discipline or transfer except as language, operating as an instrument in all intellectual enterprises, may be considered a common element in the training and application situations.

He lamented the fact that the teaching of English had failed to secure methods, habits, ideals, and attitudes of learning comparable to those secured in the teaching of foreign languages,⁶⁴ and stated that, in the numerous investigations made with regard to the relative standing of pupils studying foreign languages in the high schools, results have invariably indicated some superiority in favor of those studying Latin. However, he added that the results had failed to show whether the superiority was due to the study of Latin, or to the fact that the pupils of a higher type study Latin.⁶⁵

Relative to the values of the study of foreign language, Inglis said that they demand a "careful comparison, discrimination, and selection of terms in the mother tongue as expressing the intended thought,"⁶⁶ and that since modern languages express thought in a modern way, the need for discrimination is not so great as in the case of Latin or

63

Alexander Inglis, Principles of Secondary Education, p. 467, Chapter XIII, "The Place of Foreign Languages." Boston: Houghton Mifflin Company, 1918.

64

Ibid., p. 469.

65

Ibid., p. 472.

66

Ibid., p. 473.

Greek, where the vocabularies and manner of expressing thought are more different. He concluded that, if the importance of the study were based on its direct values, the relative prominence of such study should be decreased since such values are limited; but if in the light of indirect and general values, "rather extensive attention should be given to the study of foreign languages."⁶⁷

After reviewing the objectives (instrumental, disciplinary, and cultural) for the study of Latin, as given in the Classical Investigation, Judd pointed out that the character of the results in the teaching of Latin was rather disappointing, and that the prestige of Latin as a high school subject was being rapidly undermined because of the "combination of clumsy methods and the reduced contact with the language."⁶⁸

He suggested a complete transformation of Latin teaching, that the effort to make the high school course in Latin the carrier of literary training be abandoned, and that the whole attention be given to the science of language with Latin furnishing the material for the course.⁶⁹ He considered the question of which pupils should take Latin,

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Alexander Inglis, op. cit., p. 477.

⁶⁸

Charles H. Judd, Psychology of Secondary Education, p. 239. Boston: Ginn and Company, 1927.

⁶⁹

Ibid., pp. 239-240.

as belonging to the problem of guidance and that it should be properly balanced between the tastes and interest of the pupil and his objective needs.⁷⁰ In answer to the claims advanced for the study of Latin, Judd reminded its advocates that the effects of school instruction depend on the way in which the minds of pupils operate rather than on the subject matter they study,⁷¹ and that the same knowledge may have different values because of the way in which the content is acquired by different individuals. He stated further that the classical languages had lost their prestige as a result of experimental studies which led to the conclusion that training is highly specific, thus bringing into favor the sciences and technical courses which are closely related in their contents to practical life.⁷² Another factor which he considered as a contributor to the loss of position for Latin was the belief, introduced by Thorndike, that training in one line is relatively ineffective in improving abilities in other lines.

Morrison stated that only in instances of an "extremely rare and gifted teacher" has the teaching of Greek

⁷⁰

Ibid., p. 464.

⁷¹

Charles H. Judd, Educational Psychology, p. 501.
Boston: Houghton Mifflin Company, 1939.

⁷²

Ibid., p. 503.

and Latin been anything more than practicing upon "the bones of a dead and gone humanism", and he advocated that substantial results would be much more easily attained through translations of the ancient classics.⁷³ He allocated the study of Latin and Greek to the university,⁷⁴ the institution for

education in the professions, as distinguished from the semi-professions and craft; the systematic production of new knowledge and refinement of old knowledge; and the higher pursuit of culture for its own sake;

Under all of these heads, all of the ancient languages would qualify.

After reviewing the experimental studies connected with the objectives given for the study of Latin, Reed stated that, while the evidence showed that some contributions to ability in English were gained by its study, often "pernicious habits" developed, such as, disorderly procedure and failure to comprehend the thought of the language or the continuity of the story. In the belief that pupils do not learn to read the language, he suggested three alternatives to remedy the situation; first, postpone the study of Latin to the college level, and substitute modern foreign language, general language, or some other subject; second, require the pupils who elect the

⁷³ Henry C. Morrison, The Curriculum of the Common School, pp.53-55. Chicago: The University of Chicago Press, 1940.

⁷⁴ Ibid., p.55.

study of Latin to take no less than four years of it; and third, give no credit for Latin until the pupil shows reasonable proficiency in reading the language.⁷⁵ As an afterthought, he admitted that the requirements for achievement in Latin should not be inconsistent with those in any other subject.

While it would seem that many educators and psychologists are opposing more and more the place of Latin and other so-called cultural subjects in the curriculum, it is interesting to note that Bode, a critic of progressive education, has said that the "traditional subjects have values that the progressive educators are neglecting at their own peril."⁷⁶

Other Opinions as to the Place of Latin

In discussing the place of Latin in education, Howard named as especial functions of its study these facts: the study develops language consciousness, it gives the student the feeling that words are living and vital things, as they learn through the study of sentence structure and idioms to scrutinize the shades of meaning; and it reveals to the student a set of symbols which become meaningful, these

⁷⁵ Homer B. Reed, Psychology and Teaching of Secondary-School Subjects, pp. 230-231. New York: Prentice-Hall, Inc., 1939.

⁷⁶ Boyd H. Bode, Progressive Education at the Crossroads, p. 96. New York and Chicago: Newsom and Company, 1938.

meanings proving to be inter-related into a whole ordered system of thought about this real life and this real world.⁷⁷

The primary aim of the study of a foreign language is the development of the ability to read, understand, and appreciate that language. Dunham considered that the reading material adapted to the attainment of this aim would furnish the necessary cultural background by giving information on the life, customs, and civilization of the people through its literature; that in this sense foreign languages become social sciences in the true sense of the term.⁷⁸ Wagener, in discussing the conformity of Latin with the socialized curriculum, said that any subject must organize its special program to harmonize with the general principles and aims of the whole program of education and the psychology of learning; the first two of these principles establish the school as a socializing agent and the seventh provides that it shall be a humanizing force in the life of the individual. Wagener finds a conformity to these principles in Latin, in that its study reveals Roman civilization and its legacy in language, government, ethics, religion, art, engineering, mythology, and private life; also in that it imparts the power to read the great

⁷⁷D.T.Howard, "A Psychologist Looks at the Classics," Classical Journal, XXV (October, 1929), 4-18.

⁷⁸Fred S. Dunham, "The Function of Latin in the High School Curriculum," Classical Journal, XXXIII (February, 1938), 257-270.

masterpieces of Roman literature; and that it gives the student an understanding and appreciation of general language structure. He harmonizes the objective of the study with the general aim, (the understanding of the characteristics of people) by showing how the selfish desire of individuals for wealth and power brought about the destruction of the Roman Republic. The student gains this understanding directly from the Latin in reading such stories as the Jugurthine War, and the conspiracy of Catiline.⁷⁹

Weston pointed out the many problems arising from the highly organized and complex social environment of today and suggested the great need of the study of "that indispensable medium of social intercourse which we call 'language', showing the disadvantages to man's common good by a 'clumsy handling' of his own language."⁸¹ He aptly quoted in this connection, Owen D. Young, who said, "As a person enlarges his capacity to make himself understood, and enlarges the ability of others to understand him, he opens up to that extent his opportunity for usefulness."⁸¹

An interesting comment from a man of great sci-

⁷⁹ A. Pelzer Wagener, "The Function of Latin in a Socialized Curriculum with Particular Reference to the New Course of Study for Virginia," Education, LVII (April, 1937), 461-472.

⁸⁰ Arthur Harold Weston, "The Socialized Curriculum," Classical Journal, XXXIII (June, 1938), 539 - 542.

entific mind is that of Einstein, who emphasized the importance of learning another language, especially for the purpose of training in the habit of exact thinking. He said, "Latin is superior to any modern language for developing the power of thinking."⁸¹

The International Conference on Public Education in its recommendation relative to the teaching of Latin pointed out as the object of education the formation of a moral, intellectual, and artistic sense, and suggested that it was a need for balance in modern life.⁸² The conference recommended that an important place be given to the study of Greece and Rome in all Western civilization, that there should be an understanding of modes of thought, of their sense of order and proportion, and of human nature.

Liberal culture, said Hadzits, rests upon such knowledge as is gained from the study of Latin, defining it as including a genuine understanding of our own language, literature, religion, philosophy, art, social, and political history; recognizing the continuity of human endeavor and rich because of that knowledge; thus escaping the evils that come from an inadequate knowledge of the

81

"Interesting Comment on the Value of Latin," Latin Notes, XIII (October, 1935), 4.

82

Report of International Conference on Public Education, Bulletin XII. Palais Wilson, Geneva, Switzerland: International Bureau of Education, 1938. Pp. 110.

past.⁸³ In this same connection, Glass pointed to the need for a knowledge of the past, stating that the pupil has the right to know not only the accomplishments of the past but also its failures; that this knowledge should be an aid in interpreting the future.⁸⁴

Since so many persons consider the subject of Latin as belonging to the group of so-called "cultural studies," the definition of culture, as given by Desclos, in a discussion of the French conception of education, is of interest. He said that "culture is what remains when you have forgotten everything"; then, after naming the characteristics of the truly cultured person, he continued that "it is the proper and balanced conception of the various uses of life, of its graces as well as its utilities."⁸⁵

After recounting the opinions of various business and professional persons, including two college professors, a physician and surgeon, and a minister, regarding the benefits of Latin training, the editor of the Atlanta Journal

⁸³George D. Hadzits, "The Future of the Classics in the College," Classical Journal, XXXII (January, 1937), 216- 224.

⁸⁴Meta Glass, "The Contribution of the Humanities," Classical Journal, XXIII (March, 1937), 55 - 63.

⁸⁵Auguste Desclos, "The French Conception of Education," Modern Language Journal, XIX (January, 1935), 264.

summed up the statement by saying:⁸⁶

the minds that patterned and founded our American democracy, the minds that gave most to the liberal thought of our modern world were trained and imbued by what we call the classics. If today we witness a revival of barbarism, may it not be because, for one thing, we so sadly need a revival of human learning and culture.

Books on the Teaching of Latin

Soon after the Classical Investigation, Game revised his work on the teaching of high school Latin. He advised the teaching of Latin for its own sake and said that, if so done, such results as the enrichment of the English vocabulary, the accurate knowledge of the English sentence, and the foundation for the Romance languages would naturally accrue; to a greater degree, however, as the study became more advanced. He upheld the objectives of such study, as given in the Classical Investigation, and, after quoting from numerous outstanding Americans in defense of Latin, gave consideration to the matter of qualifications on the part of the teacher and advised against allowing the subject to be taught by those who are not thoroughly prepared. His discussion of methods was brief, but he suggested that, if the study could be started earlier in school life, as early as the sixth or seventh grade, as is the case in Europe, "the direct method might be used

⁸⁶"Vital Values of Latin," An Editorial, The Atlanta Journal, (January 31, 1939), 6.

more effectively".⁸⁷ Game outlined the work of the four years and emphatically opposed the introduction of authors and works usually read in college. His treatment of the subject is quite conservative, but on the whole should be helpful to the beginning teacher. While he urged that Latin be pushed rather vigorously, Game said that "Latin cannot do the whole work of education",⁸⁸ but must take its place by the side of other subjects in educating young men and women.

Gray, feeling the need for improvement of teaching methods, made a study of the educational possibilities of the subject, in the light of scientific studies in education, and then wrote for the benefit of teachers and those in training for the teaching of Latin.⁸⁹ After a discussion of the status of Latin, and of the Classical Investigation, he analyzed the objectives, both immediate and ultimate, and suggested methods for the attainment of them. Gray discussed the Latin word-order method, pointing out its possible dangers. In the treatment of the teaching of vocabulary, he illustrated the problem of handling the new words. His bibliography and suggestions for supplies and materials for teaching the subject are most complete.

⁸⁷ J.B. Game, Teaching High School Latin, Revised Edition. Chicago: University of Chicago Press, 1925. Pp. ix / 125.

⁸⁸ Ibid., p. 39.

⁸⁹ Mason D. Gray, The Teaching of Latin. New York: D. Appleton and Company, 1929. Pp. xviii / 235.

Many teachers have listed this book as a real handbook for the teacher of the classics.

A book on the teaching of first-year Latin was the product of the Ohio Classical Conference and was a work to which more than forty experienced teachers contributed.⁹⁰ A product of real experience in the classroom, it is progressive, yet somewhat conservative, being compiled for the benefit of the teacher of beginning Latin. The immediate and ultimate objectives are carefully explained and definite exercises are given for their attainment. The grammar-translation method is advocated in its newest development, and there are many helpful suggestions on the teaching of pronunciation, vocabulary, inflections, syntax, and collateral readings. There are also numerous aids for supplementary work and for the organization and programs for Latin clubs. The new teacher is advised against too many of the activities, such as games and contests; however, enough is suggested to keep up the interest.

A more recent publication is that of White⁹¹ in which the author sets forth "the principles of effective Latin-teaching" and gives "practical advice as to actual procedure." He illustrates the teaching of Latin in the light of the changing American social structure and educational

⁹⁰Victor D. Hill, Dorothy M. Seeger, and Bertha M. Winch, Teaching First-Year Latin. Athens, Ohio: The Ohio Latin Service Committee, 1938. Pp. xvi / 280.

⁹¹Dorrance S. White, The Teaching of Latin, Chicago: Scott, Foresman and Company, 1941. Pp. 320.

aims. There is a thorough discussion of the objectives of high school Latin, its contents and methods of presentation. The suggestions for activities which will interest the pupils are abundant. He discusses the problems which the Latin teacher faces in a most helpful manner and furnishes a bibliography of interesting and useful books. Such books as The Teaching of Latin are of real aid to the beginning teacher and can do much to improve instruction in the subject.

Summary

The early committees accomplished little for the cause of high school Latin since they failed to relieve the overloaded curriculum. They did, however, recommend the reading of Latin as Latin, which is the modern word-order method. The Classical Investigation definitely aided the situation by naming definite objectives to be attained through the study of high school Latin; also as the result of much experimental testing and study, changes in the methodology of Latin were suggested. The curriculum was much improved through the reduction of content required and the postponement of work in grammar. The committee in charge of the Stanford Arts Investigation brought about some significant results through their experimental work in the teaching of high school Latin with the emphasis centered upon the thought content rather than upon the forms and mechanics of the language.

Many experimental studies have been made in an effort to determine the relation between the study of Latin and the ability to acquire knowledge in other fields. In some of these studies, there was only a slight difference in ability between the Latin and non-Latin pupils, while in others, there were varying degrees of superiority shown in favor of those who pursued the Latin course. However, in the instances of superiority on the part of the Latin pupils, it was not determined as to whether the superiority was due to the study of Latin or to the fact that pupils of a higher type elect this study.

The investigations of specific phases of the study of Latin such as trends in content, methods, and textbooks generally point to a definite improvement in the high school course as a result of the Classical Investigation.

Educators and psychologists are of varied opinions as to the status of Latin in the high school. There is the belief that there is no question of general discipline or transfer involved and that the subject should be taught as a language through which the vast experience of an ancient civilization is revealed, affording the pupil a means of interpretation of problems of his own age.

Much aid has been furnished the teachers of Latin in recent years through the publication of books on the teaching of Latin. These books are filled with suggestions for methods to be used in the attainment of the objectives;

they are also rich in plans for activities and projects in intra-curricular and extra-curricular work.

CHAPTER III

COURSES OF STUDY AND THE OBJECTIVES FOR LATIN

The study of this chapter includes a discussion of the curriculum, the principles governing its construction, and general statements with regard to the courses of study in Latin issued in the decade, 1930 to 1940. The objectives for the study of Latin, as defined in the report of the Classical Investigation, are reviewed as a background for the study of those objectives named in the courses of study under consideration. The objectives named in the courses of study and in the inquiry blanks are compared with those defined in the Classical Investigation and their rank of importance is determined and shown as nearly as possible.

The Course of Study

In earlier years, when preparation for college was the chief objective of secondary education, the teacher of Latin had little more to guide her in the work than a mere statement of the requirements for the College Entrance Board Examinations. Many times this advice was given orally in the form of naming so many books of Caesar, Cicero, and Vergil, with no suggestions as to methods to be used or any other aids. The teacher was left to her own guidance. Since the Classical Investigation, courses of study in Lat-

in have been written, setting forth the general objectives of education, as well as the aims for the subject, and outlines of the content and materials to be used in the attainment of these objectives.

Many of the courses carry not only suggestions as to methods but set forth illustrative lessons, naming outcomes that are to be attained by them. A few furnish suggestions as to evaluation of outcomes and types of measurements. Many courses of study give reference lists for both teacher and pupils, as well as lists of aids and materials helpful in the presentation of the work.

Although many states and cities publish courses of study filled with helpful suggestions today, it is the writer's belief that some teachers fail to take advantage of this assistance. An interesting incident occurred in a visit to two different public schools in a large city of a state whose course of study in Latin seemed very progressive. In answer to a comment of the visitor, relative to the excellent course of study available, one teacher replied that she had never seen it, while the other teacher, one of longer standing, replied that she had planned all of her work according to it. The incident would seem to indicate the need for closer supervision in that city.

In the construction of a course of study in Latin, the principles of the philosophy and the psychology of teach-

ing, as set forth in the general aims of education for the community, must first be considered, and the aims of the subject must be made to harmonize with such broader purposes. In a community where the greater percentage of the pupils are preparing for college, the course of study in Latin must necessarily be constructed differently from that of the community in which the majority elect the subject for only two years. Dunham pointed out that any course of study should have three qualifications:¹(1) provision for personality growth, teaching responsibility to self; (2) provision for the development of attitudes that are productive of good citizenship, responsibility to others; and (3) provision of opportunities for the progressive development of worth while knowledge, skills, and appreciations. Such ideas in the earlier days were left entirely to the teacher with no suggestions presented through a course of study.

Sister Dillhoff found that many courses of study were still patterned after the old type, merely stating the content to be mastered. However she reported that the newer types of courses were being developed in accordance with the principles of modern curriculum construction.²

¹Fred S. Dunham, "The Function of Latin in the High School Curriculum," Classical Journal, XXXIII (February, 1938), 261.

²Sister Marie Dillhoff, O.S.F. "A Survey of Trends in the Teaching of Latin," p. 33. Unpublished Master's thesis, University of Cincinnati, 1934.

During the period under discussion, 1930 to 1940, sixty-six courses of study in Latin were issued, of which forty-two were collected for this study. Some of those issued in the earlier years of the decade were no longer available, while others were in process of revision. The list of those collected is given in the Appendix.³ Curriculum revision programs were reported for Cortland, New York; Johnstown, Pennsylvania; Cincinnati, Ohio; Pueblo, Colorado; Boise, Idaho; Bangor, Maine; and Paterson, New Jersey. The course of study in Latin was discarded at Toledo, Ohio, in favor of the new textbooks which they considered so improved that a revision of the course of study was unnecessary. The courses from Alabama, a state course of study; Albany, California; and Harrisburg, Pennsylvania, outline objectives and content only, while the course of study from Portland, Oregon, states the objectives as given in the report of the Classical Investigation. Courses of study received from ^{the} State of Louisiana; Pittsburgh, Pennsylvania; and Albany, New York, outline content alone, according to textbooks. Especially noteworthy are the state courses of study from Florida and Minnesota; and the city courses from Denver, Boston, New York, Philadelphia, and Fort Worth. These not only have the characteristics of a good course of study but many of them give interesting

³Appendix, pp. 242-246.

and helpful devices such as work in derivations, suffixes and prefixes, as well as ample bibliographies for reference work and collateral readings. Some of them suggest interesting games for emphasizing the work in vocabularies and derivatives.

The Objectives for the Study of Latin

In the earlier periods of secondary education, classicists are said to have given little attention to any objective for the study of Latin other than that their pupils should read the required amount and be ready for the College Entrance Board Examinations. While definite lists of objectives were not formulated, certainly many of the objectives, now listed as ultimate, were aimed at by the old schoolmasters. Snyder found that in the Academy Period, 1777 to 1860, while knowledge and preparation for college continued as matters of special emphasis, there was an effort to teach the relation existing between the study of Latin and English.⁴ She pointed out that there was a "considerable expansion of purpose" during the Early High School Period, 1861 to 1899, when teachers emphasized the study as being valuable for mental discipline, for training in English, and as a means of gaining a knowledge of both cultural and historical background.

⁴ Olivia Wagner Snyder, "The History of Method and Content in the Latin Courses of the American Secondary School," p.5. Unpublished Master's thesis, Department of Education, University of Chicago, 1928.

However, even when the Commissions of Ten, Twelve and Fifteen were appointed to investigate the work done in high school Latin, their reports did little more than define the content for college entrance. It remained for the Classical Investigation, a study made purely for scientific and constructive purposes, to show that ninety-five per cent of those pupils taking Latin in the first year of high school had no opportunity of going on to college and that the subject had been taught for the remaining five per cent rather than for the much larger number who must face life and its problems with only a high school education.⁵ It was through this investigation that classicists were made to realize that, if Latin was to fulfill its purpose in secondary education, it must be taught for the benefit of the ninety-five per cent as well as for the limited number of pupils who were planning to enter college.

One of the valuable results of this investigation was the fact that in its report the Committee gave a clear-cut and well organized statement of the objectives which they proposed for attainment through the study of Latin in the secondary schools. These objectives were not just the work of a single committee but the combined results of a general questionnaire filled out by 1150 experienced teachers

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The Classical Investigation, op. cit., p. 31.

of high school Latin, a special score-card for the evaluation of objectives filled out by over three hundred teachers in various parts of the country, and a symposium on disciplinary aims of Latin to which nearly seventy leading professors and psychologists contributed.⁶

The objectives presented by the Committee in its report were listed as immediate and ultimate. The immediate aims were classified as primary and secondary. The primary objective was described as "the progressive development of the power to read and comprehend Latin," with the progressive mastery of vocabulary, inflections, and syntax as the secondary objective.⁷ The report gave especial emphasis to the fact that the mastery of vocabulary, inflections, and syntax must be considered only as a means to the primary immediate objective of developing the ability to read and understand Latin.

The ultimate objectives were in many instances those aims often mentioned as "by-products" of the study of Latin but it has been pointed out through experimental studies that the transfer of such abilities is only automatic when "applications are so nearly identical that they are a matter of course." Coxé showed in his study that gains were

⁶

Ibid., pp. 36, 37.

⁷

Ibid., p. 79.

made as activities leading to various objectives were given especial emphasis.⁸ The ultimate objectives, given as valid for the four-year course in Latin, were listed under nine headings:⁹

- A. Increased understanding of those elements in English which are related to Latin.
- B. Increased ability to read, write, and speak English.
- C. Development of an historical and cultural background.
- D. Development of correct mental habits.
- E. Development of right attitudes toward social situations.
- F. Increased ability to learn other foreign languages.
- G. Elementary knowledge of the simpler general principles of language structure.
- H. Development of literary appreciation (last two years).
- I. Improvement in the literary quality of the student's written English (last year).

A committee appointed by the North Central Association of Colleges and Secondary Schools made an analysis of these objectives for Latin from the standpoint of the general objectives for secondary education. They sought to find materials on instruction that would contribute to the attainment of these aims, and reported that Latin taught in its relation to English would contribute to the social objective and in a measure also to the leisure time and vocational objectives.¹⁰ In their report, materials were

⁸ W.W.Coxe, "The Influence of Latin in the Spelling of English Words," Journal of Educational Research, IX (March, 1924), 223 - 233.

⁹ Classical Investigation, op. cit., p. 79.

¹⁰ "The Report of the Sub-committee on Latin," North Central Association Quarterly, I (March, 1927), 1 - 16, 483- 504.

outlined and adapted for the attainment of these objectives for the first two years of the high school Latin course.¹¹ The general objectives to which the materials of Latin were adapted were the acquisition of fruitful knowledge; the development of interests, motives, ideals, attitudes, and appreciations; the development of mental techniques in memory, imagination, judgment, and reasoning; and the acquisition of right habits and useful drills.¹²

Objectives more recently mentioned are those for Ohio in 1937, including as objectives other than that of Latin as a language the better understanding of the English language, the understanding of the contribution of the race over a long period of time, a broader understanding of peoples other than Americans, and the knowledge of social problems of an earlier age, that may have the tendency to lead to a right appraisal of the present conditions.¹³

Gummere made a plea in 1939 for a revision of aims and methods in the teaching of the classics maintaining that the objectives should be based upon a "clarifying utilitarianism" which, just as in past history, would bring

¹¹L. W. Webb et al, High School Curriculum Organization, pp. 36 -43. Ann Arbor, Michigan: North Central Association of Colleges and Secondary Schools, 1933.

¹²Ibid., p. 14.

¹³G. H. Reavis, Chairman, Ohio High School Standards, p. 124. Columbus, Ohio: Heer Printing Company, 1937.

a revival of interest in the classics.¹⁴ He illustrated the manner of providing especial phases of literature that might be adapted to various primary studies.

Dunham believed that there should be a goal between those of reading and translation called interpretation, that this should emphasize directly the understanding and appreciation of meanings,¹⁵ the activity being the statement of the true meaning of the author in the pupil's own words. He suggested as a substitute for the immediate objective of Latin the following: "the gradual growth of the power to read and understand, interpret, and appreciate such classical Latin, or Latin of a classical flavor, as is suited to the capacity and aptitude of the learner."¹⁶ In his discussion, he listed three schools of thought among the teachers of today, naming as one those who consider the ultimate values as "by-products" that should be left to automatic transfer; a second group, which considers the ultimate objectives as the "sole justification" for the place of Latin in the curriculum; and a third group, composed of those teachers who believe in the Latin language

¹⁴ Richard M. Gummere, "Ancient Classics in a Modern World," Quarterly Review, CCLXXII (April, 1939), 21-234.

¹⁵ Fred S. Dunham, "What is Our Aim in Secondary Latin?" Classical Journal, XXX (December, 1934), 159 - 166.

¹⁶ Ibid., p. 166.

as an "effective instrument" for the training of boys and girls in the ability to express their ideas in precise English. This last group considers the ultimate values as "correlating or apperceptive procedures", which Dunham listed as "motivation".¹⁷

Schryver suggested that there was a tendency to simplify objectives today, particularly for first and second year Latin, and to "scrap" everything that did not directly contribute to their attainment. He felt that an objective that needed especial emphasis in this age was that of "character building"¹⁸ and pointed out that cardinal virtues could be attained through the study of such stories as those of Cincinnatus, Regulus, Horatius, and Scaevola as well as an opportunity for parallels in political and social situations through the works of Caesar and Cicero with those of modern times.

Objectives Listed in Courses of Study, 1930 - 1940

Of the courses of study issued during the decade, 1930 to 1940, forty-two were analyzed. Thirty-five gave a thorough discussion of the aims and objectives of the Latin course. Some of the courses of study, eighteen in

¹⁷Fred S. Dunham, op. cit., pp. 160-161.

¹⁸George O. Schryver, "Recent Trends in Instruction of Ancient Languages," High Points, XIX (September, 1937), 26 - 29.

number, not only gave the general objectives for the work in Latin, but specified the outcomes for each year. The courses of study issued by the State of Louisiana and Maryville, Missouri, did not mention objectives; while that of Albany, New York, gave no general objectives but did specify outcomes for six-period units. The course of study from McKeesport, Pennsylvania, was a discussion of procedures only, while that of Syracuse, New York, was for a general language course, "Exploring Latin", for junior high school as was also the course for Indianapolis, Indiana. The objectives, content, and methods of all courses dealing with junior high school Latin will be discussed in the chapter under that heading.

The courses of study, for the greater part, seem to be in agreement with the Classical Investigation, since twenty-nine of the forty-two courses examined quote both the primary and secondary objectives as exactly the same, all of them emphasizing the fact that mastery of the inflections, syntax, and vocabulary must be considered as the means to the attainment of the primary objective rather than as ends in themselves. The course of study of Albany, California, lists as its primary objective "the ability to understand modern languages of the world."¹⁹ Norfolk,

¹⁹ Simplified Course of Study, Latin I - IV, p.1.
Albany, California: Albany City Schools, June 5, 1939.

Nebraska, lists "the improvement of English through the vocabulary"²⁰ as its basic aim. Fort Worth, Texas, names as the primary purpose of the study of Latin "the interesting and worth-while experience which will eventuate in desirable influences upon behavior",²¹ following this aim with the more specific objective, "to contribute to the growth of each pupil in ability and desire to read Latin."²² The Vermont course of study is a copy of their course issued in 1923, one year before the publication of the *Classical Investigation*, and lists as the primary objective, "the enrichment of the English vocabulary by the addition of new words and by a more perfect understanding of many words already in use."²²

Of the eighty-one replies received in answer to the inquiry blanks, six made no report on the subject of objectives; sixty-five listed in agreement with the *Classical Investigation*, the "progressive development of the power to read and comprehend Latin," ten named different objectives such as "historical and cultural background," "for improvement of English usage," and "for its value towards the professions." The foregoing facts based on twenty-

²⁰ Course of Study, Latin, Senior High School, p.2. Norfolk, Nebraska: Public Schools, No date.

²¹ Louise Bomar et al., Languages, a Tentative Course of Study for Latin, p.1. Fort Worth, Texas: Board of Education, 1937.

²² Manual and Courses of Study, Latin and Greek, p.5. Vermont: State Board of Education, whole Bulletin, No. H.S.1, 1928. Part IX, 1928.

nine courses of study and sixty-five inquiry blanks would lead to the conclusion that there is general agreement as to the immediate objective in keeping with the Classical Investigation.

The ultimate objectives were defined in the report of the Classical Investigation as those which grow out of the study of Latin, not separately and apart from the development of the immediate objective but in a manner "continuous, concurrent, and interdependent."²³ The state course of study for Minnesota points out that the recent tendency is to emphasize all of the ultimate objectives, and that, if they are given emphasis by careful teaching and kept constantly in mind by teacher and pupil alike, such habits will be transferred "not only to other academic activities but to life activities in general."²⁴ The courses of study seem to list the ultimate objectives in this same spirit, the chief difference being in their ranking as to importance. Of the forty-two courses of study, seven listed these objectives in exactly the same manner as did the Classical Investigation, while others listed the same objectives but in a different ranking. In some instances where the objectives in the course were not

²³The Classical Investigation, op. cit., p. 182.

²⁴The Secondary School Curriculum and Syllabi of Subjects, p. 5. Bulletin No. C. 8 a, Foreign Language, Latin. Minnesota: State Department of Education, March, 1932.

stated in the exact wording of the Classical Investigation, an effort was made to assign the objective to its equivalent in that report. The ranking of ultimate objectives as revealed in the courses of study is shown in Table V.²⁵

The Classical Investigation gave as the first ultimate objective the "increased understanding of those elements in English which are related to Latin."²⁶ Eighteen courses of study listed this objective, thirteen giving it first place, four second place, and one third ranking.

Of the thirty-eight inquiry blanks which mentioned this objective, twenty assigned it to first ranking, the remainder being divided between second and third places. All, however, ranked it high in importance. Between the courses of study and the data received through the inquiry blanks there is general agreement that this ultimate objective is an important one, thirty-three of the fifty-six schools ranking it first in accord with the Classical Investigation. The ranking of ultimate objectives as revealed in the inquiry blanks is shown in Table VI.

²⁵

Table V, p. 74.

²⁶

Classical Investigation, op. cit., p. 80.

TABLE V
RANK OF IMPORTANCE OF THE
ULTIMATE OBJECTIVES OF HIGH SCHOOL LATIN
AS SHOWN IN COURSES OF STUDY, 1930 - 1940

Ranking *										Weight- ing
Objective.#	1	2	3	4	5	6	7	8	9	
A.	13	4	1	0	0	0	0	0	0	156
B.	9	13	3	3	0	1	0	0	0	228
C.	1	3	10	7	7	1	1	1	1	190
D.	1	0	6	7	3	4	3	1	0	135
E.	0	0	0	2	8	1	2	0	0	62
F.	0	2	7	4	0	7	2	0	0	123
G.	1	5	2	2	4	3	5	0	1	123
H.	0	3	0	1	5	2	0	9	1	82
I.	0	0	0	0	0	0	0	1	5	7

*Table should be read as follows:- 13 give objective A first ranking, 4 give it second ranking etc. The weighting was calculated by multiplying 13 in column 1 by nine, 4 in column 2 by eight, 1 in column 3 by seven, etc. This manner of weighting gives the emphasis to objective B.

#See page 66 ante.

The objective, named second in importance in the list of ultimate objectives in the Classical Investigation, was²⁷

TABLE VI
RANK OF IMPORTANCE OF THE
ULTIMATE OBJECTIVES OF HIGH SCHOOL LATIN
AS SHOWN IN INQUIRY BLANKS

Ranking *										Weight- ing
Objective.#	1	2	3	4	5	6	7	8	9	
A.	20	6	5	5	0	1	1	0	0	300
B.	14	34	7	0	0	0	0	0	0	447
C.	4	6	26	14	8	4	2	1	0	414
D.	6	0	4	18	6	3	2	0	0	238
E.	2	1	2	3	10	4	1	1	0	129
F.	0	4	8	5	4	9	0	0	1	171
G.	0	6	5	3	2	4	8	1	1	154
H.	0	1	4	2	4	1	4	11	0	106
I.	0	0	0	0	0	0	0	2	10	14

²⁷ Classical Investigation, op. cit., p. 79

* See page 66 ante.

The weighting for this table was calculated in the same manner as for Table V, p. 74.

"the increased ability to read, speak and write English." Of the eighty-four schools mentioning this objective, thirteen courses of study and thirty-four inquiry blanks gave it the same ranking as in the Classical Investigation, while sixteen courses of study and twenty-one inquiry blanks were divided among first, third, and fourth ranks, one course of study listing it in sixth place. The data indicate the importance of this objective and general accord with the recommendation of the Classical Investigation.

The third objective named in the Classical Investigation was the²⁸"development of an historical and cultural background," which was listed in thirty-two courses of study and sixty-five inquiry blanks. Ten courses of study and twenty-six inquiry blanks place it in third rank in accord with the Classical Investigation, while twenty-two courses of study and thirty-nine inquiry blanks are scattered through all nine ranks, the heavier listing being assigned between second, third, and fourth places. The returns indicate that while most schools consider this an important objective, they are considerably divided as to its ranking in importance.

The "development of correct mental habits"²⁸ was recommended in the Classical Investigation as fourth in impor-

²⁸Classical Investigation, op. cit., p. 79.

tance. Of the twenty-five courses of study naming this objective, twenty-three are rather evenly divided among third, fourth, fifth, sixth, and seventh places, only seven being in agreement with the recommendation. Thirty-nine inquiry blanks mentioned this objective, eighteen being in agreement with the Classical Investigation, while twenty-one were scattered rather evenly among first, third, fifth, sixth, and seventh ranks. The data indicate that while sixty-four schools mention this objective, they are not in general agreement as to the rank of its importance.

The fifth ultimate objective named in the Classical Investigation was the "development of right attitudes toward social situations."²⁹ Thirty-seven schools mentioned this objective, eight courses of study and ten inquiry blanks assigning it to fifth rank in agreement with the Classical Investigation. The remainder of the data was rather evenly divided as to ranking.

The objective assigned to sixth ranking in the Classical Investigation was the "increased ability to learn other foreign languages."²⁹ This objective was listed in twenty-two courses of study and thirty-one inquiry blanks, the data being rather evenly divided among second, third, fourth, fifth, and sixth places. While this objective is considered sufficiently important for listing, the schools are not at

²⁹Classical Investigation, op. cit., p. 79.

all in agreement as to its rank of importance.

The "elementary knowledge of the simpler general principles of language structure"³⁰ was named as the seventh ultimate objective in the Classical Investigation. Twenty-three courses of study and thirty inquiry blanks mentioned this objective. As to rank of importance, there is a difference of opinion, since there are only five of the twenty-three courses of study in accord with the Classical Investigation; five assign it to second place, four to fifth, and the others are scattered. Of the thirty replies, eight agree with the Classical Investigation, while six place it as second, five in third place, three in fourth, and four in sixth place, showing an agreement as to need for this objective but a disagreement as to its rank of importance.

As objectives for the last two years of the high school Latin course, the Classical Investigation named "the development of literary appreciation" and "the improvement in the literary style of the pupil's written English."³⁰ The development of literary appreciation was named in twenty courses of study and twenty-seven inquiry blanks, while six courses of study and twelve inquiry blanks list the improvement of the literary style as an objective. The data indicate that the interest in the objectives related to the first two years of high school Latin is much more

³⁰

Classical Investigation, op. cit., p. 79.

intense than in the last two years.

Summary

The deliberative committees, known as the Committees of Ten, Twelve, and Fifteen, accomplished little for the improvement of high school Latin. In the early twenties the Classical Investigation conducted a period of experimental study and survey. The report of this Committee made some definite suggestions as to the course and listed both immediate and ultimate objectives for the study.

A great improvement is shown in the courses of study issued in recent years. Aside from suggested outlines for the year's work, there are listed many helpful procedures in methodology as well as illustrated lessons with outcomes to be attained. Many courses give lists of books for collateral readings and reference work.

The data received for this present study reveal that there is general agreement with the Classical Investigation in regard to the primary immediate objective "the progressive development of the power to read and comprehend Latin," with the mastery of vocabulary, inflections, and syntax as a secondary objective. Many of the courses of study and inquiry blanks quote the ultimate objectives as given in the Classical Investigation, while others list the objectives but assign them to a different rank of importance.

The ultimate objectives listed as first and second in

ranking by the Classical Investigation, "the increased understanding of those elements in English which are related to Latin" and "the increased ability to read, speak, and write English," are generally listed and given a high rank of importance.

The "development of an historical and cultural background," the objective given third ranking in the Classical Investigation, is also listed in almost all courses of study and inquiry blanks. However, there is a wide difference of opinion as to its rank of importance, some listing it high while others place it in the lower ranks.

The other ultimate objectives are named less frequently and show the same difference of opinion as to rank of importance. The less frequent listing of the two objectives named for the last two years of high school Latin seem to indicate that in many schools the emphasis is more centered upon the work of the first two years. This fact is in accord with the Classical Investigation, which urged an emphasis for those pupils who elected the subject for only two years.

CHAPTER IV

THE CONTENT OF THE LATIN COURSE

The study of content involves a review of practices in the early periods of secondary education, the experimental work relative to content during the Classical Investigation, and its later recommendations as to the content materials. This is followed by a survey of the present offerings as shown in the courses of study in Latin during the period, 1930 - 1940.

In the days of the Boston Latin School, the pupil entered school at an early age and gave many years to the study of Latin. He read much easy Latin, Cheever's Accidence being the early text. The Latin grammar was memorized.¹ The classical authors read were Eutropius, Caesar, Cicero, Ovid, Vergil, Juvenal, Horace, Terence, and others. Much attention was given to the translation of English to Latin.

Later, in the Academy Period, there was a tendency to decrease the number of authors read, also the amount of time and materials used before the actual reading of the classical authors. This tendency continued through the third and fourth periods to the point that the Latin course was restricted to a formal, narrow content. Snyder found that there was practically no reading of easy "made" or connected

¹Catalogue of the Boston Public Latin School, p. 37.
Boston: Boston Latin School Association, 1886.

Latin before that of the classical authors. The content of this period consisted of learning all of the inflections and syntax during the first year, four books of Caesar in the second year, six orations of Cicero in the third year, and six books of Vergil's Aeneid in the fourth year.² With this content, there was an over-crowded condition in the first year, and a resultant situation that was not favorable to the attainment of educational values. A large part of the syntax was required to be learned in the first year, the greater part of which was not used until after the fifth semester. The Committees of Ten, Twelve, and Fifteen were appointed to investigate the Latin courses, but their reports brought no relief to the overloaded condition.

As in the case of the listing of objectives for the study of Latin, the committee for the Classical Investigation made a thorough study of the materials and content best adapted for attaining the objectives listed. Among the experimental studies was that of Thorndike-Grinstead, whose word count, based on a count of over seven million words, showed that fifty-two per cent of the 17,303 most commonly used English words were of Latin origin. This

²Olivia Wagner Snyder, "The History of Method and Content in the Latin Courses of the American Secondary School," p. 96. Unpublished Master's thesis, Department of Education, University of Chicago, 1928.

study provided a basis for determining the validity of the objective for the study of derivations and also produced a list of the words derived from Latin which occur most frequently in English.³ Another experimental study having a bearing upon the subject of content was that of Thorndike and Ruger. This study was also based on the knowledge of English words of Latin derivation. They found that in words of Latin origin, the Latin pupils made a gain of 4.7 words during the year while the non-Latin pupils gained only 1.8 words.⁴

The Brueckner Study⁵ based on tests such as The Henmon Vocabulary Test, the Tyler-Pressey Test in Verb-Forms, the Pressey Test in Latin Syntax, the Godsey Diagnostic Test in Latin Composition, and the Henmon Test in Sentence Translation, revealed that there was no significant relation discovered between the knowledge of rules of syntax and the ability to translate. This study proved a high correlation between scores made in tests on functional syntax and sentence translation.

³E. L. Thorndike and W. J. Grinstead, "On the Sources of the English Vocabulary," Teachers College Record, XXVI (September, 1924), 32 - 46.

⁴E. L. Thorndike and G. J. Ruger, "The Effects of First-Year Latin upon a Knowledge of English Words of Latin Derivation," School and Society, XVIII (October 6, 1923), 417-418.

⁵L. J. Brueckner, "The Status of Certain Basic Latin Skills," Journal of Educational Research, IX (May, 1924), 390-402.

The Ullman-Kirby Test⁶ on Comprehension, which tested the ability of pupils to answer questions on the thought content of authors commonly read in the Latin course, indicated a steady growth in this ability but did not determine whether the pupils gave their answers from reading Latin as Latin.

After a period of experimental investigation and study, the Classical Investigation committee issued a recommendation which was intended to relieve the over-crowded and unfavorable conditions throughout the Latin course. It postponed the reading of a classical author until the fourth semester and advocated the reading of easy connected Latin as soon as possible during the early semesters. It greatly reduced the amount of inflections to be learned during the first year, and simplified the work in syntax, postponing much of it to the later years, when it should be introduced as needed for the work in translation.⁷

Much freedom of choice was given in the reading of Latin authors, in order that the teachers might select materials more suited to the needs of the class; also the Committee recommended much collateral reading in English, thus aiding in the accomplishment of the ultimate objective, "an historical and cultural background".

⁶The Classical Investigation, op. cit., p. 94.

⁷Ibid., p. 123.

Much of the over-crowded condition in the high school course in Latin had been blamed upon the College Entrance Examination Board, because of its heavy requirements for the Latin. As a result of the work of the Classical Investigation and the publication of its report, this Board modified its requirements to conform with the most important recommendations of the report in regard to content. The board recommended that the selections for the examination in Latin be made from a much wider range of literature and that a greater emphasis be placed upon the ability to translate at sight. It omitted any statements as to the amount of Latin to be read as a prerequisite to its examination.⁸ By this recommendation of the Board, the postponement of work in inflections and syntax by the Classical Committee, and the delayed reading of the classical authors in the course, the over-crowded condition in the first two years of high school Latin was greatly relieved. This relief came to just that part of the course where it had been shown that ninety-five per cent of the high school pupils must get their educational returns, if at all.

The Recommendations for Content

The Classical Investigation carried the recommendation

⁸College Entrance Examination Board, Definition of Requirements. New York: College Entrance Examination Board, 1932. Pp. 115.

that the reading of easy connected Latin "should begin at the earliest possible moment"⁹ and that for the first three semesters a large amount of well-graded easy Latin should be introduced. The content of this reading was to include materials based on the following topics:¹⁰

Classical mythology.
 Roman traditions and dramatic events in Roman history.
 Biographical sketches.
 Home life of the Romans.
 Ideas of the Romans about their environment.
 Examples of Roman wit and wisdom.
 Anecdotes and fables illustrative of Roman life and thought, particularly those which have a moral and embody the characteristic virtues of the Romans.
 Legends and stories heroic in character, such as were used by the Romans themselves to inculcate true standards of conduct, which because of their heroic quality, appeal to the imagination of youth.
 Stories on ancient themes which have a human appeal analogous to that found in stories used in teaching modern foreign languages.

The recommendation for minimum amounts of reading content was stated as follows:¹¹

First semester, not less than fifteen pages of "continuous easy Latin."
 Second semester, not less than twenty-five pages of easy reading, somewhat more advanced than that of the first.
 Third semester, not less than forty pages, to be taken from books which could be used as supplementary to the beginning and second-year books.

The reading of the classical authors was recommended for the fourth semester with the minimum requirement of thirty-five pages of Teubner text (about thirty-seven lines to the page). Selections were from such works as Aulus

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The Classical Investigation, op. cit., p. 125.

¹⁰

Ibid., p. 128.

¹¹

Ibid., pp. 123-124.

Gellius' Noctes Atticae, Caesar's Gallic War, Eutropius, Nepos, Ovid, Phaedrus, and others. These were to be supplemented by easy Latin readings.

As content for the third year of the course, a minimum amount of not less than sixty pages of Teubner text was established, the materials to be selected from such works as, Caesar's Gallic War, Caesar's Civil War, Cicero's Orations, and his Letters and Essays, Nepos, Ovid's Metamorphoses, Pliny's Letters, Sallust's Catiline, Terence's Phormio, and Vergil's Aeneid.¹² For the fourth year, the reading of not less than one hundred pages of Teubner text was recommended, the materials to be selected from such works as Cicero's Orations and his Letters and Essays, Catullus' Poems, Horace's Odes, Livy's History, Ovid, Plautus' Captivi, Terence's Andria, and Vergil's Aeneid, I - XII, Bucolics and Georgics.¹³

The Committee advised reading in English on such topics as would aid in the attainment of a broad historical and cultural background, this to be a definite part of the work of each year of the Latin course.¹⁴ Emphasis was given against too heavy an assignment for any one year, that these topics should be selected with care, and adapted to

¹² The Classical Investigation, op. cit., p. 150.

¹³ Ibid., p. 151.

¹⁴ See list in the Appendix, pp. 266-270.

the needs of the class.

The recommendation as to vocabulary was that from four hundred to five hundred words be selected for mastery in the first year and approximately five hundred words for each succeeding year of the high school course.¹⁵

The requirements for mastery of syntax during the four years of the Latin course were distributed by semesters.¹⁶ The recommendation for the first year was for the agreement constructions and the more simple case uses. To the second year was assigned the mastery of the case uses needed in the reading of that year, the simpler uses of the subjunctive mood, and the constructions of the infinitives and the gerundive. The more unusual case uses and subjunctive constructions were left for the third year, while the syntax peculiar to the reading materials of the fourth year was to be mastered as needed. The syntax of all four years of the course was to be taught functionally, not for the sake of learning rules. This arrangement was a much more simplified work than that of the traditional course since practically all of the syntax was covered in the first year under that plan.

As in the case of syntax, there was a marked distribution of the mastery of forms in the recommendation of the Classical Investigation. To the first year was assigned

¹⁵The Classical Investigation, op. cit., p. 157.

¹⁶Ibid., pp. 157 - 160.

the mastery of: the first, second, and third declensions of nouns and adjectives; certain pronouns; the indicative, active and passive of the four regular conjugations (excepting the future-perfect tense); the indicative of sum; infinitives; and certain participles. The fourth and fifth declensions were left to the second year along with the irregular adjectives and pronouns, the subjunctive mood, participles and principal parts of verbs, the deponent and irregular verbs. The remaining forms were to be mastered functionally as needed in the materials used in the reading content.¹⁷ This, too, was a far more simple arrangement than that of the traditional course.

Practices Shown in the Courses of Study

Many of the courses of study give definite suggestions as to reading content by outlining the work for each semester. They also give very helpful suggestions for supplementary work. The state courses from Alabama and Louisiana; the city courses of Portland, Oregon, and Butler, Pennsylvania, are brief and comprise little more than a mere outline of the reading content. The course of study from Maryville, Missouri, is a unit on Roman life and history with a long list of questions relative to Caesar's Gallie War, and to the religious ideas and customs of the Gauls.¹⁸ Courses of study that are outstanding and abundant

¹⁷The Classical Investigation, op. cit., pp. 160-162.

¹⁸Course of Study of Latin. Maryville, Missouri: Education Department, 1935. Pp.37.

in helpful suggestions are the Florida state course and the courses from Boston, Denver, and Philadelphia.

Some of the courses of study still carry suggested amounts of work that are characteristic of the pre-Classical Investigation era. The Louisiana course assigns all forms and syntax to be mastered in the first year, including all five declensions, the subjunctive of all four conjugations, and the uses and rules for the subjunctive, periphrastic, and gerundives. While this course of study assigns the mastery of all inflections and syntax to the first year, it neglects collateral work in English readings, also derivations, and word-building. The state courses of study from Iowa, Vermont, and Minnesota, and the city courses from Boston, Norfolk (Nebraska), and El Paso assign the mastery of all five declensions to the first year, although the Classical Investigation assigns the fourth and fifth to the third semester. This is probably due to a hesitation on the part of some teachers to delay this work beyond the first year, since it is not long and might be needed in the first year reading.

The recommendation of the Classical Investigation for "no less than fifteen pages of easy connected Latin in the first semester" and "twenty-five for the second" is followed in fifteen of the twenty-seven courses which outlined the work of the first year, two reporting slightly less in amount. Of the seventy-six replies to the inquiry blanks

reporting on reading content, thirty were in accord with the recommendation and thirty-two reported the textbook as their guide in this matter. This fact may be construed as in agreement inasmuch as the textbooks published since the Classical Investigation generally adopted its recommendations.¹⁹

Of the twenty-eight courses of study outlining the work of the second year, twenty-seven reported the reading materials as being in harmony with the Classical Investigation, while in the reading for the second semester six advise no less than forty pages of continuous Latin, an amount which is in excess of that named in the Investigation. Fifty-five of the seventy-six inquiry blanks were in agreement as to the amount and the remainder named the textbook as the guide. The reading materials generally reported are stories of Roman life, mythology, and such readings as are given in the Second-Year Latin books. Selections from Caesar's Gallie War are generally used in the second semester.

The reading for the third year, as shown in the courses of study, follows very closely the recommendation of the Classical Investigation both as to amount and materials for

¹⁹ Elizabeth J. MacDonald, "Trends in the First Year Latin Instruction," p. 32. Unpublished Master's thesis, Brown University, 1935.

Dorrance S. White, "Humanizing the Teaching of Latin," Classical Journal, XXV (April, 1930), 519.

the reading. Cicero's Catiline I, II, III, and IV are designated in twenty-two courses of study, with the suggestion that the Catiline III or IV be read at sight. The Oration for Archias is named in eighteen courses and selections are offered in accord with those suggested in the Classical Investigation. Vergil is read in the third year in two cities where the third-and fourth-year courses alternate. The inquiry blanks brought similar returns for the third year, since all seventy-three replies which mentioned this year's work showed agreement both as to amounts and materials for reading.

In the fourth-year program of work, twenty-six courses of study outlined the reading materials and showed that all were in agreement with the Classical Investigation as to amount. Vergil's Aeneid was specified as the reading content, some rather emphatically recommending it, with selections from Pliny, Livy, Horace, Martial, Cicero, and others offered in addition. The inquiry blanks showed the same conditions since sixty replies revealed the same amount of reading content and selection.

In the study of vocabulary, there is general agreement with the recommendation of the Classical Investigation, twenty-two courses of study advocating the mastery of no less than five hundred words per year. All of the inquiry blanks which mentioned that phase of the work were in favor of the same amount.

As to the mastery of inflections, there was some disagreement since five courses of study suggested the mastery of all five of the declensions during the first year, while one course advocated the mastery of all inflections during the one year. Twenty-three courses of study and forty-three inquiry blanks showed agreement with the Classical Investigation as to the amount of forms to be mastered. There was complete harmony with the report as to the mastery of syntax during the first year, excepting in the course of study from Louisiana.²⁰ The mastery of vocabulary, inflections, and syntax for the second, third, and fourth years was in accord with the recommendation of the Classical Investigation, namely, that the work not completed during the first year should be continued in the remaining years, that no less than five hundred words be mastered each year, and that the study of forms and syntax should be those forms and constructions which were needed for the proper interpretation of the reading materials. Such forms and syntax should be taught functionally.

There is evidence of much sight reading in all years of the course, since fourteen courses of study urge "sight reading of easy Latin as early as possible" and that it be continued throughout the entire course. In many schools

²⁰Essentials to be Mastered in Latin, French, and Spanish. The State High School Division of the State Department of Education of Louisiana, Bulletin No. 159. Baton Rouge, Louisiana; State Superintendent of Public Instruction, July, 1929. Pp.91.

at least one of the orations of Cicero and many of his letters are read at sight in the third year. Reading one or two books of Vergil's Aeneid at sight is quite the usual practice in the fourth year.

Oral work is used almost entirely in Cleveland, Ohio, where the direct method of teaching Latin is the general procedure. In most of the other schools, the practice of oral conversation in Latin is engaged in as a matter of motivation, just enough to keep up interest in the course.

The writing of Latin is practiced in all schools as a matter of emphasis in the application of the principles of syntax and the use of forms. It is used more frequently in the first and second years, with one lesson per week as the usual custom in the third year. Most courses do not advocate prose composition in the fourth year, although the courses of study issued by the state of Massachusetts and by the city of Boston, Massachusetts, suggest one lesson per week during that year as a matter of preparation for the entrance examination to the Teachers College of the city of Boston.

There has been a marked increase in the collateral reading in English since the Classical Investigation, when this practice was recommended as a means of attainment of the ultimate objective, "the historical and cultural background." Twenty of the forty-two courses of study give detailed suggestions as to the readings. In the first year the program

of readings usually follows such topics as Roman life and customs, geography, and stories depicting Roman qualities of character. The course of study from Philadelphia stresses readings on the topic, Early Sanctity and Purity of the Roman Home Life, with the sub-topics; Obedience and Respect for Elders, Simplicity and Frugality, and Pride of Race and Ancestry. References to books discussing such topics are given along with the suggestions.²¹ "The Roman Influence over Western Civilization" is another topic suggested for the work in all years of the Latin course.

The second year programs add to the above list such topics as, Caesar and His Times, Caesar's Military Organization, History of Rome's Expansion, Customs of the Early Gauls, Britons and Germans, and Comparisons between the Early Roman Campaigns and those of the Modern World Wars.

During the third year the suggestions for English reading are in accord with questions naturally arising from the reading of Cicero's Orations. The courses of study suggest such topics as: The Government of Ancient Rome, Political, Social and Economic Conditions, and Comparisons with Modern Political and Social Life. The course of study of Denver, Colorado, presents an interesting program of readings under the heading, "Live Issues of Rome, Seen Today," with the

²¹ Modern Foreign Languages and Latin, Grade Nine.
(Tentative Course), p. 117. Philadelphia, Pennsylvania:
The Board of Public Education, 1934.

sub-topics as follows:²²

1. Class Struggle.
2. Capital and Labor.
3. Taxation.
4. Corruption in Government Methods.
5. Exploitation of Natural Resources.
6. Qualities to be Desired in Applicants for Citizenship.
7. Cicero's Devotion to the State and His Effort to Achieve Reform without Waste of Life Incurred in Revolution.

The reading of Vergil's Aeneid and Ovid's Metamorphoses brings suggestions for topics on mythology, religion, and philosophy and their influence over later beliefs. The reading of Milton's Paradise Lost is recommended in several courses of study. In training for the objective "literary appreciation," the study of the relation of the Aeneid to Homer's Illiad and Odyssey and the influence of the Aeneid upon subsequent literature is urged. Readings on art and architecture, and a further study of Roman traits of character as shown in the Aeneid, are suggested in many courses. The requirement of at least five hundred pages of collateral reading is found in five courses of study. Other courses specify the reading of at least one book per term.

Many courses of study furnish lists of references for collateral reading in English. Other sources of aid in planning such reading may be found in the book reviews and lists of new publications which appear in the Classical Journal. Nybakken is the author of a recent book to

²²Latin, Senior High Schools, Grades 9, 10, 11, and 12. Course of Study Monograph No. 26. Denver, Colorado: Public Schools, 1928. Pp. 5 - 72.

be used as a guide in reading on Roman civilization.²³

The Albany course of study requires sixty pages of reading on Roman life and customs in the second year of the Latin course and gives a reading certificate to the pupil reading one hundred additional pages, approved by the instructor.²⁴ The Story of Caesar by Clarke is a required reading for the second year. The same course of study names Church's Roman Life in the Days of Cicero as a required reading for the third year and offers a reading award for an additional one hundred pages. The reading awards bring membership in the Honorary Reading Club and certificates are awarded in the Foreign Language Club meetings annually.

Work in derivations and word building is suggested in almost all of the courses of study. During the first year the study usually consists of derivations from twenty or more Latin words met in the study of vocabulary; the simpler word formation through prefixes such as ad, ante, circum, inter, ob, post, prae, pro, sub, and trans; and the suffixes forming abstracts such as, -ia, -tia, -tas, and -tudo.

²³ O. E. Nybakken, Guide for Readings in English on Roman Civilization. New York: American Classical League Service Bureau, 1940. Pp. 50.

²⁴ Course of Study, Latin, Albany, New York: Board of Education, 1936. Pp. 55.

In the second year, the work of word building is continued in the study of the prefixes, dis, re, se, bene, male, ne, and supra; suffixes, such as, -ium, -aris, and -arius; and derivations from twenty or more Latin words met in the reading. In this connection the indebtedness of English to Latin is shown in the study of "loan words", such as, alumna, antenna, vertebra, from the first declension; alumnus, campus, radius, from the second declension; arbor, victor, animal, ratio, omen, honor, labor, from the third declension; impetus, status, apparatus, from the fourth; and series, species, rabies, from the fifth. Such verb forms as, veto, habitat, mandamus, ignoramus, fiat, exit, audit, and tenet are emphasized.²⁵

The third year work continues the word formation with suffixes, such as, -atus, -ina, -men, -mentum, and -trum; also -idus, -ax, -ilis, and -bilis. The suggestion of derivatives from twenty or more Latin words met in the reading is continued throughout the full four years in most of the courses of study. In the fourth year, attention is given especially to the study of expression of shades of meaning, as an improvement of the literary quality; and to the relation of Latin to the Romance languages. Similarities in the languages, related and borrowed words, and

²⁵ The Secondary School Curriculum and Syllabi of Subjects. Bulletin No. C 8a, Foreign Language, Latin.
Minnesota: State Department of Education, March, 1932.
Pp. 3 - 59.

other signs of influence of the Latin are studied.

Early in the Latin course, the memory work consists in the memorization of simple Latin phrases and abbreviations that are found in English; later in the course, proverbs and mottoes found in English; and in the third year, mottoes such as are used in state departments and in governmental usages. In the fourth year quotations from the Aeneid which have become proverbs in the English or are mentioned frequently in English literature are emphasized along with passages of especially beautiful thought.

As outlined in the Florida course of study, the content is made out in blocks or units such as, "Unit - Verbum Latium Vinco," for which the content is:

1. Present active and passive system of the four conjugations.
2. Present active infinitives.
3. Imperatives.
4. Syntax: Apposition, adverbs, ablative or accompaniment and agent.
5. Ablative absolute.²⁶

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A unit on "Characteristic Roman Virtues," occupying the time of four or five weeks, is outlined in such activities as the collection of stories of Roman heroism and devotion, the development and presentation of a pageant of characteristic Roman virtues, and the making of scrapbooks.

²⁶ Foreign Language, Course of Study for Florida High Schools. Vol. II, Part V, Grades VII - XII, p. 100. Tallahassee, Florida: State Department of Public Education, 1935.

²⁷ Ibid., pp. 104 - 105.

In the second year the content centers around the development of two generalizations;²⁸

1. The character of the Roman family as a factor in shaping the course of Rome's history.
2. Rome's concept of the state, and the Roman's ideals of citizenship.

In the third year the activities are focused upon the thought that words and sentences are the means by which social groups exchange ideas and thus help each other. The aim of this work is "clearer and more productive sequences of thought."²⁹ The units of activity are Communication in the Days of Cicero, In Defense of Catiline, and a Meeting of the Senate.

Summary

The Latin course of the Boston Latin School was characterized by much memorization. Many classical authors were read and the writing of Latin was emphasized. During the Academy Period there was a tendency to reduce the number of authors read and the amount of time and materials used before the actual reading of the classical authors. This trend led to the formation of a narrow formal content reduced to the reading of Caesar, Cicero, and Vergil. The required amounts of reading were so heavy that no time was

²⁸ Foreign Language, Course of Study for Florida High Schools, op. cit., p. 105.

²⁹ Ibid., p. 111.

available for any supplementary or collateral reading.

Deliberative committees were appointed to survey the high school course and make recommendations for relief from the overloaded condition. No relief was afforded.

The Classical Investigation through a period of scientific and experimental work brought about definite recommendations for reduction of required content along with suggestions for content materials which would lead to the attainment of the ultimate as well as immediate objectives.

The survey of the courses of study, 1930-1940, leads to the following findings:

1. The recent courses of study follow the recommendations of the Classical Investigation in the reduction of content, and in the postponement of much of the grammar materials formerly required in the first year.

2. Reading materials for the first year consist of easy "made" connected Latin introduced very early in the course. The reading then advances through gradual degrees of difficulty to stories from Latin authors which will give a knowledge of Roman life and customs. The actual reading of the classical author is left to the fourth semester.

3. Reading selections for the third and fourth years are taken from various authors that the pupil may be led to some appreciation of Latin literature.

4. Much supplementary work in Latin is recommended

for sight reading throughout the course, beginning in the first year as soon as possible.

5. There is evidence of much reading in English on such topics as will lead to the attainment of an historical and cultural background. Many courses of study give lists of books for such reading.

6. The study of derivations and word formation is suggested in the newer courses with hints as to procedure.

7. Many courses advise the study of similarities existing between Latin and English and the modern foreign languages, especially the study of the influence of Latin over the modern languages.

8. A few courses outline the work for the activity method and give suggestions for activities and projects.

CHAPTER V

METHODOLOGY

The discussion of methodology embraces a survey of the methods, experimental studies, and principles characteristic of the four periods of Latin instruction, from the Boston Latin school to the years following the Classical Investigation. The methodology of the decade, 1930 to 1940, will be discussed in the chapter immediately following this one.

Early Procedures

While it is the general opinion that methods of instruction in Latin are and always have been much the same, a review of trends reveals rather significant changes. The pupil who entered the Boston Public Latin school began the study of Latin with a long period of memorization, when he must commit to memory Cheever's Accidence and later repeat it to the master, with a severe beating awaiting him in case of failure.¹ The Latin Grammar was memorized² and when the reading of the classical author began, the pupil was expected to repeat all rules governing the syntax in question. Snyder reported a "complete reversal" shown in

¹Catalogue of the Boston Public Latin School, p. 26. Boston: Boston Latin School Association, 1886.

²Ibid., p. 56.

a comparison of the methods used in the Boston Latin school and those recommended in the Classical Investigation.³ As the tendency toward a narrow, overloaded content grew, there was an increasing indifference toward methods and the great effort was expended in completing the amount of work required for college entrance. Shouse notes that the characteristic of the Latin instruction of the nineteenth century was that no method was added.⁴

Deliberative Committees

When the growth of an industrial society began to make itself felt through demands upon secondary education, committees were appointed to investigate the work done in various subjects in the high school course and Latin was one of these subjects. A committee, known as the Committee of Ten, discouraged the reading of Caesar's Gallic War as "the first reading book in Latin" and urged the importance of the Latin word-order method.⁵ The Committee of Twelve and the later Commission of Fifteen advocated the importance of the Latin word-order method but their recommendations brought no change in the amount of content.

³Olivia Wagner Snyder, op. cit., p. 97.

⁴ J.B.Shouse, "Four Centuries of the Latin Problem," Education, LIX (December, 1938), 242 - 249.

⁵ Report of Committee of Ten, op. cit., p. 70.

The Classical Investigation

When the objectives and content materials had been decided upon, the Committee next took under consideration the problem of methods and procedures best adapted for the attainment of these objectives. They proceeded with certain fundamental principles in mind, as follows: (1) the methods of teaching should be such as would tend to develop correct habits of study in the pupil, (2) the methods should contribute directly or indirectly to the development of the ability to read and understand Latin, at the same time cultivating desirable mental habits in the pupil, and (3) the methods should be such as would constantly make use of the pupil's past experience, enlisting interest to the fullest extent,⁶

The first recommendation of the report was concerned with the ability to read and understand Latin. The method suggested was the Latin word-order method, although many teachers used the analytic method. The word-order method is defined as "the ability to get the thought in the Latin order and directly from the Latin itself instead of backwards and indirectly through translation."⁷ The College Entrance Examination Board defined the procedure in 1921

⁶ The Classical Investigation, op. cit., pp. 181-182.

⁷ Ibid., p. 93.

as the development of the ability to take in the meaning of each word and thus gradually that of the whole sentence in the order of the Latin. They emphasized the comprehension of the sentence "in the order of the original."⁸

Seventy-five percent of the teachers who filled out the questionnaire in regard to this method during the Classical Investigation favored the Latin word-order method, while twenty-five per cent were in favor of the "purely analytical method of procedure."⁹

Grise and Swan proved that the analytical method was largely followed when they showed that sixty per cent of the fourth and fifth-year pupils looked for the subject and then its verb, twenty per cent indicated the reading of the entire sentence in Latin first and then the translation of it, and ten per cent attempted to read the Latin for the thought without translating the sentence.¹⁰ This fact was later confirmed by the Judd and Buswell investigation of silent reading, when through the study of eye movements they revealed, that Latin students were trained to look only

⁸ College Entrance Examination Board, "Suggestions Concerning Preparation," p. 27. College Entrance Examination Board, Document 101, (August 1, 1921).

⁹ The Classical Investigation, op. cit., p. 94.

¹⁰ Ruth Swan, "Content and Method in High School Latin." Unpublished Master's thesis, Indiana University, 1924.

at words and that they did not read the Latin as Latin.¹¹

As the first step toward the understanding of the Latin sentence, the Committee advised the oral reading of the sentence with the proper phrasing and pronunciation, using the Roman method of pronunciation.¹² As an aid to the proper pronunciation and phrasing of the Latin sentence, the oral use of Latin in brief phrases and sentences used in simple Latin conversation between pupils and teacher was advised. Practice in writing Latin was suggested as a means of emphasis in use of forms. It was urged that this procedure be simple at first and increase in difficulty very slowly. Emphasis was given to the fact that the writing of Latin was the means to the end of reading Latin. The procedures recommended most highly by the Committee were:¹³

1. Training pupils to take in the thought of each word-group as it appears and then to translate it.
2. Training pupils to grasp the meaning of the entire sentence in the Latin order and then to translate it.
3. Training pupils to read a Latin sentence and to answer questions upon it without translating it.

The reading of English for the purpose of an historic-

¹¹ C.H. Judd and G. T. Buswell, Silent Reading: A Study of Various Types. Supplementary Educational Monographs, No. 23. Chicago: University of Chicago Press, 1922. Pp. xiii/160.

¹² Classical Investigation, op. cit., pp. 190-191.

¹³ Ibid., p. 194.

al and cultural background was advised as an important factor in each year's work. Readings in English were urged as an aid in the comprehension of Caesar's Gallic War and Cicero's Orations. The information gained from such reading should be given in oral reports to the class or through debates, dramatization, and class discussions. Another purpose of the collateral reading in English was to familiarize the pupils with the practices of Roman life and thought. The Committee emphasized the need of comparison with modern practices.¹⁴

Other methods suggested for the attainment of a knowledge of Roman life and customs were:¹⁵

1. The use of pictures and slides.
2. Allusions to such topics by the teacher during the reading of the Latin.
3. The reading of stories from Roman literature such as Plutarch's Lives.
4. Oral and written reports on the various customs in Roman life.
5. The reading of Roman historical fiction, followed by discussions in class.
6. Brief talks by the teacher as the occasion presents itself.
7. Exhibits showing the relation of Latin to modern life.
8. Notebooks or scrapbooks showing Rome's contribution to the everyday life of America.

The procedures to be used in the teaching of vocabulary were to be directed to the attainment of the ultimate objectives as well as to the mastery of words. It

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Classical Investigation, op. cit., pp. 205-206.

¹⁵

Ibid., p. 206.

was suggested that the words be met in reading, not in separate lists to be memorized but "in an enlightening context." The pupils were to be trained in comprehension at sight to interpret the meaning of new words through the use of the context or with the aid of work in derivation and study of related words.¹⁶ The studies of Grise and Swan showed that fifty per cent of the pupils turned at once to the vocabularies when they met new words without any attempt at interpretation of the meaning by methods mentioned above.

In the case of words whose meaning could not be interpreted through the context or through knowledge of word building or derivation, it was suggested that the teacher might present it in an enlightening manner. The Committee recommended that from four to five hundred words met in the reading be mastered during the first year and approximately five hundred words in each succeeding year. In the mastery of such vocabulary work, repeated drill was advised in a "functional and associative" manner rather than mechanical. The methods suggested in accordance with preference were:¹⁷

¹⁶ Classical Investigation, op. cit., p.207.

¹⁷ Ibid., p. 210.

1. Repeated association with English derivatives.
2. Drill on groups of related words.
3. Frequent occurrence in reading material.
4. Vocabulary drills by means of such devices as perception cards, "spell-downs" and the like.

The knowledge of English words derived from the Latin and the mastery of vocabulary are acquired only as the result of repeated effort and emphasis. Pupils can be led to a real interest in tracing related words. The methods suggested for the attainment of this objective were:¹⁸

1. Encourage pupils to discover new derivatives from Latin words already known through their own initiative.
2. Urge pupils to discover derivatives in their outside English reading.
3. Assign special Latin words to pupils for reports on derivatives.
4. Use derivatives in English sentences.
5. Make definite assignments of English derivatives for explanation on the basis of etymology.

Recommendations were given for a certain degree of emphasis upon the spelling of English derivatives, the attainment of knowledge of Latin words and phrases in English, and the knowledge of technical terms. Definite lists of such terms should be given with "sufficient initial training in making the necessary associations."¹⁹ The relation between Latin and the Romance languages may be gained through illustrating the close relation of words in these languages to their originals in the Latin.²⁰

¹⁸Classical Investigation, op. cit., p. 212.

¹⁹Ibid., p. 214.

²⁰Ibid., p. 215.

The teaching of syntax is not alone for the mastery of the principles of grammatical structure; the pupil should be taught to apply the facts learned to activities beyond the Latin class. Pupils are no longer required to memorize the Latin Grammar as in the days of the Boston Latin school. All constructions of syntax should be met in "an appropriate context" in a continuous Latin narrative. The methods suggested in order of preference were:²¹

1. Develop the grammatical principle through written or printed Latin sentences illustrating the principle.
2. Develop the grammatical principle through English sentences embodying the same principle.
3. Meet each construction first in the Latin reading material and then develop from the context the grammatical principle involved.

The purpose of writing in Latin, prose composition, was given as the "fixation of grammatical principles", this to be supplemented by oral Latin. It was suggested that the oral work be based upon the text read and consist of such exercises as changing a sentence from plural to singular or vice versa, or making changes in person, tense, or voice, and in answering in Latin, questions asked in Latin. Methods for writing in Latin according to preference were:²²

1. Analyze each thought group in the English sentence.
2. Assign English sentences to be written in Latin in class after the study of vocabulary and principles of syntax involved.

²¹ Classical Investigation, op. cit., p. 219.

²² Ibid., p. 224.

3. Assign English sentences to be written in Latin outside the class.

The mastery of inflections should be gained through meeting the form in context first, with oral and written work illustrating its uses. The practice of asking questions regarding syntax or forms during the pupil's reading or interpretation of the sentence was most emphatically discouraged. Such questions should be asked before the reading of the sentence, being asked later for the purpose of correcting errors only. The need of stressing relations between English and Latin usages should be a matter of continual interest.

Later Investigations

Eddy reported that while many teachers advocated the methods suggested in the Classical Investigation, reading Latin as Latin "was not followed to any appreciable extent,"²³ indicating "lip service" only, to functional methods.²⁴ She reported the following methods of teaching reading as in use:²⁵

²³ Helen M. Eddy, Instruction in Foreign Languages, p. 49. Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education, Monograph 24. Washington: Government Printing Office, 1933.

²⁴ "Curriculum Investigations," Review of Educational Research, VII (April, 1937), 148-49.

²⁵ Helen M. Eddy, "Recent Trends in Teaching of Secondary Latin," Education, LIV (June, 1934), 594-99.

1. The extreme form of direct-reading method which was exclusively sight work,
2. The memorization of prepared translations, and
3. A modified direct-method technique in which there was an oral presentation in advance of visual and inductive teaching of grammar. The basic material was a Latin story read orally to the class by the teacher, all grammar being explained in English.

The International Conference on Public Education considered as the object of education the formation of a moral, intellectual, and artistic sense and recommended the ancient humanities as especially good in this respect. They urged that there was the need for attention to the comparison of ancient and modern civilization, stating that active methods should be employed for the sake of interest and coordination with other subjects.²⁶

Sister Dillhoff reported that teachers were not agreed as to "best methods." She stated that the interpretative method was generally accepted as sound and most practical for use with pupils of ordinary or average ability. This investigator reported numerous devices for holding the interest of pupils, such devices as would give some educational value to those studying Latin for only one year.²⁷

In a study by West, it was found that Latin teachers

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Report of International Conference on Public Education, Bulletin XII. Palais Wilson, Geneva, Switzerland: International Bureau of Education, 1938. Pp. 110.

²⁷

Sister Marie Dillhoff, O. S. F., "A Survey of Trends in Teaching Latin," p. 44. Unpublished Master's thesis, University of Cincinnati, 1938.

in Kentucky had not "benefitted greatly" by the Classical Investigation, that they followed the traditional course, and the grammar method was generally used.²⁸

In a later study, Hawes reports a wide variation of methods, ranging from the old standardized type to the most recent experimentation. She pronounces a procedure such as the direct method "in toto" as quite impossible since there is no intention of teaching it as a "spoken language."²⁹

The finding of another study was that the whole tendency of the Latin course has been to make it less formal, more interesting and vital, and that the "greatest and most vital changes" were brought about by the Classical Investigation.³⁰

Nelson reports evidence of the analytic method of teaching Latin in many classrooms, and pronounced this one of the strongest indictments of the teaching of

²⁸ Mary Lucile West, "Trends in the Teaching of Latin in the Secondary Schools," pp. 130-131. Unpublished Master's thesis, University of Kentucky, 1929.

²⁹ Sylvia Hawes, "A Dissertation on the Classics with Special Emphasis on Latin Methods of Teaching, Past and Present, with Suggestions for Revitalizing the Language," p. 80. Unpublished Master's thesis, Harvard University, 1933.

³⁰ Olivia Wagner Synder, "The History of Method and Content in the Latin Courses of the American Secondary School," p. 97. Unpublished Master's thesis, University of Chicago, 1928.

Latin.³¹ She further stated that teachers were not making the best possible use of the vast reading materials at their disposal.³²

Some Later Opinions as to Methods

White is of the opinion that reading Latin as Latin is a good scheme as long as the Latin sentence is sufficiently simple for the thought units to be kept in mind until the end of the sentence is reached. He says that in the more difficult and involved sentences this method would be too slow and the pupil then needs to locate the subject, predicate, and modifiers as they present themselves.³³ He recommends that about ten per cent of each recitation period be set aside for the systematic presentation of some phase of the ultimate objectives.³⁴ He further recommends the use of oral questions and answers in Latin as a means of enlivening the class, as well as giving additional meaning to the use of forms and syntax.

³¹ Florence Emily Nelson, "The Use of Supplementary Reading in the Teaching of Latin," p. 29. Unpublished Master's thesis, University of Southern California, 1935.

³² Ibid., p. 126.

³³ Dorrance S. White, "What the Young Teacher May Accept and Reject in the Report of the Classical Investigation," Classical Journal, XXVII (May, 1932), 576.

³⁴ Ibid., p. 570.

Wrightstone, in reviewing the practices of the experimental schools, reports that in classes where the newer methods stress reading as a major aim the pupils are superior to those in classes which stress the grammar objective. He says that the achievement in vocabulary is not markedly different, while in grammar the classes in the older type schools showed superiority.³⁵ He further reports that in total test scores the differences between the average scores consistently favor the newer methods, but tend to decrease as the semesters of study increase.³⁶

Types of Methods

The majority of teachers are not given over entirely to any one method, since they prefer to use that which seems best adapted to the class and the type of work under consideration. In using one specified type they often enliven and vary the work by using devices introduced from other methods. The Grammar Method is enlivened frequently by the use of oral conversation in Latin, or by the introduction of projects.

Many names have been given to procedures which are similar in nature. Such names as analytical, grammar, trans-

³⁵ J. Wayne Wrightstone, Appraisal of Experimental High School Practices, p. 170. New York City: Bureau of Publications, Teachers College, Columbia University, 1936.

³⁶ J. Wayne Wrightstone, "Measuring Diverse Objectives and Achievement in Latin Teaching," Classical Journal, XXXIV (December, 1938), 160.

lation, and grammar-translation are related to practically the same procedure, that of studying the grammar of the language with sentences illustrating various uses of syntax. In this method, the translation or reading of continuous connected Latin is delayed until the second year of the study. Various other methods used are the inductive, direct, oral, and reading methods. Later methods are the laboratory method, the contract and project methods.

Judd named three types of methods as follows: the analytical method,³⁷ referred to by others as the grammar method, similar to the procedure used in the Boston Latin school; the "natural" method in which the pupil learns the foreign words by means of pictures and objects shown along with the first introduction of the new words; and, lastly, the direct method, in which procedure only Latin conversation is used in the classroom. The extreme use of this method, in which no English is spoken even in the explanation of syntactical usages, Judd pronounced as "uneconomical", since often a short explanation in English would save much confusion.³⁸

³⁷ Charles H. Judd, Psychology of Secondary Education, p. 241. Boston: Ginn and Company, 1927.

³⁸ Ibid., p. 245.

Reed named three methods in use:³⁹ the grammar, direct and oral. He defined the oral method as that procedure which excludes grammar, phonetics, reading and writing until the hearing and speaking of the language are mastered.

The procedure used in the reading method has for its basic aim the ability to read the Latin in the original and to understand its meaning as read. When so stated it is identical with the procedure, reading-Latin-as-Latin, which was recommended in the Classical Investigation. Gray reported "a fairly uniform agreement" among advocates of this method as to details of procedure.⁴⁰ As a first step, the oral reading of the sentence is advised with emphasis upon the proper pronunciation and care as to the grouping of words and phrasing. Much emphasis is given to reading at sight, with careful attention to the grouping of words and their meaning to the sentence. Questions in regard to form and syntactical usages are asked before the reading of the sentence, with the purpose of aiding in understanding. Comprehension is tested by translation into English, by question or content, or functional questions on syntax such as, "What does this form add to

³⁹ Homer B. Reed, Psychology and Teaching of Secondary School Subjects, p. 236. New York: Prentice-Hall, Inc., 1939.

⁴⁰ Mason D. Gray, The Teaching of Latin, p. 67. New York: D. Appleton and Company, 1929.

the meaning of the sentence?" The use of questions and answers in Latin are advised as an aid to training in comprehension by ear. Assignments for home work are made in such a manner as to continue the work done in the classroom.

Carr emphasized the great need for correct pronunciation of vowels and consonants, for knowledge of rules of syllabification, and accent as objectives toward the attainment of reading Latin as Latin.⁴¹ Proper pronunciation is gained largely through imitation, pronouncing words or sentences after the teacher. As devices for the attainment of skill in word grouping, he suggested the indication of word groups by certain graphic schemes as follows:⁴²

1. Mark off as parenthetical clauses such groups as ablative absolute and participial phrases.
2. Indicate word groups in the English sentences.
3. Read such sentences aloud and show the various types of thought units by the inflection of the voice.
4. Write a Latin passage on the board, beginning each major or minor unit on a new line, then ask the pupils to interpret each thought unit.

Morrison believes that true reading implies the ability to "see through the printed page without conscious-

⁴¹ W. L. Carr, "Reading Latin as Latin - Some Difficulties and Some Devices," Classical Journal, XXVI (November, 1930), 131.

⁴² Ibid., p. 139.

ness of individual words,⁴³ forms and the like. In the Morrison plan, the work is divided into stages, the First stage lasting two or three weeks, during which time all work is done in class with no home work. The sentences used are very simple and easy Latin sentences. During the Second stage, pupils study paragraphs, the teacher asking questions, to bring out meanings. Word meanings, forms, and syntax are developed according to content read. During this Second stage, pupils are encouraged to write connected Latin of their own. The Third stage is that given to book reading and is developed naturally from the preceding study of the paragraph. Procedures used in the Second and Third stages are quite alike, the Third stage culminating with the attainment of the "reading adaptation". The stage occupies the time from six months to two years. No grammar is taught as such until after the attainment of the reading adaptation. As virtues of the method, Morrison points to the fact that the student practices real reading rather than dissection of sentences and the elimination of vocabulary drills, translations from English to Latin, isolation and construction of words in the text, and memorization of declensions and conjugations.⁴⁴

⁴³ Henry C. Morrison, The Practice of Teaching in the Secondary School, p. 484, Chicago: University of Chicago Press, 1932.

⁴⁴ Ibid., pp. 484 - 510.

Summary

The earliest procedures in the teaching of Latin in this country, that of the Boston Latin school, consisted of much memory work. The entire Latin Grammar was memorized and every form or use of syntax was explained as met in the reading, the formal rule being repeated word for word. The reading materials were selected from a rather wide range of classical authors. The practice of writing in Latin was much emphasized.

Through the second period there was a gradual tendency to decrease the time and materials used before the reading of the classical author and to make the reading selections from a smaller number of authors. By the third period the content had become narrow and standardized. The required reading content from only three authors was so heavy that teachers had little time for the consideration of methods.

The fourth period brought the Classical Investigation with its experimental studies and testing programs. In its report it set up definite objectives and a reading content much reduced and a much broader selection. Suggestions were made as to methods best adapted for the attainment of the objectives. Reading Latin as Latin was advised and inflections and syntax were to be taught as met in the reading. Many activities were advised for the attainment of ultimate objectives which would appeal to the interest of

the pupil. Teachers were advised to show comparisons between Latin and the modern languages. Coordination with other subjects in the high school course was emphasized.

Later investigators tend to show that Latin teachers did not take full advantage of the opportunities afforded them through the Classical Investigation and that while they seem to be in harmony with its suggestions for methods the actual procedures in the classroom are unchanged.

Methods of teaching the reading of Latin are yet a matter of discussion among educators. However, they are agreed that the reading must be simplified and kept free from the old analytic procedures.

CHAPTER VI

CURRENT PRACTICES IN METHODOLOGY

The procedures followed at the present time will be reviewed in this chapter as they are discovered in the courses of study issued during the years, 1930-1940, and through the inquiry blanks. Specific methods are rarely named in the courses of study. Procedures are suggested for the attainment of certain aims or outcomes, the teacher being allowed to choose practices according to the character of the class and the objectives desired. Many of the courses show a combination of methods, as reading method combined with the oral, or projects. Some teachers combine certain phases of the contract method with others.

An effort was made in Cleveland, Ohio, to eliminate the teaching of Latin "purely through drill and memorization." This method, known as "The Cleveland Plan",¹ is classified as an "inductive process." A few well chosen illustrations of a principle of syntax are set up, followed by skillful questioning, the purpose of which is to lead the pupil to "discover the relationship of the new element to others which he has previously mastered and to formu-

¹ E. B. de Sanze et al., The Cleveland Plan for the Teaching of Languages, p. 1. Philadelphia: The John C. Winston Company, 1940.

late his observations into a law governing such cases."² One principle of syntax at a time is presented to the pupil, a practice which is called "single emphasis."³ The aim of this procedure is to eliminate the mental confusion which often results when more than one principle or rule is under consideration. The new work is presented through "the oral and aural use of the language,"⁴ the chief difference between this plan and the direct method being "that the pupil is not being taught to talk Latin for itself but in order that he may read and understand Latin eventually."⁵ It differs from the reading method in its oral presentation, and the reading is intensive rather than extensive. The outstanding features of the Cleveland Plan are the oral presentation and the inductive procedure in the presentation of principles of syntax.

The Oklahoma course of study is built upon the plan of contracts, the subject matter being divided⁶ into nine

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E. B. de Sauze et al., op. cit., p. 1.

³

Ibid., p. 4.

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Ibid., p. 6.

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Mark E. Hutchinson, "Some Needed Research in the Teaching of Latin," Classical Journal, XXIX (February, 1934), 335 - 336.

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Jessie D. Newby et al., High School Course of Study in Latin, State of Oklahoma: Department of Education, September, 1930. Pp. 88-140.

blocks, as follows: nouns, verbs, adjectives, adverbs, pronouns, connectives, syntax, English - Latin word study, idioms, and miscellaneous material.⁷ In this plan especially developed to meet individual differences, blocks of study are made out for pupils of C grade level, with additional assignments suggested for pupils of levels B and A. Each pupil is permitted to choose his own goal and see the route to be followed in its attainment. Projects are suggested for those pupils who are more able "to do" than "to think". Such projects are "military objects when military exploits are the subject of translation, or articles of furniture and clothing when stories on Roman life are being read."⁸

Introductory Latin

It should be the objective of the teacher to "engender the right attitude toward the learning of Latin"⁹ and to arouse as much curiosity as possible about Latin, ancient Italy, and the Romans. There should be early discussions of the time and place in which Latin was used, the growth of Roman influence, the spread of the Latin language through colonization, and the importance of Rome in history. Such

⁷ See Appendix, p. 262.

⁸ Jessie D. Newby et al, op. cit., p. 5.

⁹ Foreign Language, Course of Study for Florida High Schools. Vol II, Part V, Grades VII - XII, p. 95. Tallahassee, Florida: State Department of Public Instruction, 1935.

discussions should be followed by a study of the relation of Latin to English, giving a list of English words, showing their derivation from the Latin, and how new words are added to the English from the Latin. Interest is also created through showing the development of the Romance languages and by making real the fact that Latin still lives in these modern languages, in English, and in the terminology of science.¹⁰

Pupils become interested when shown how much Latin is used unknowingly in such terms as, dentist, oculist, manicure, pedicure, aviator, transport, submarine, impede, and campus. Simple conversation in Latin using such words in greeting as "salve" and "vale", and, "hic" and "adsum" in the roll call. The use of simple questions and answers in Latin causes the pupils to feel a thrill from being able to use a foreign language. Many schools practice the singing of songs in Latin such as, *Adeste Fidelis*, *Sancta Nox* and others, while some classes learn Mother Goose rhymes in Latin and others dramatize five-minute dialogues about Roman heroes.

As an activity in orientation, a teacher in Florida produced a letter from a Roman girl for each of the pupils,

¹⁰ A Syllabus for Latin for Grades VIII - XII, p.2.
West Hartford, Connecticut, no date. Pp. 1-58.

the letter being rolled and sealed as was the Roman custom.¹¹ The pupils worked individually or in groups, as on a puzzle, in reading the letter in which only the nominative case was used. The teacher answered questions but the main part of the activity was left to the pupils. This unit of activity was followed by one in which the pupils wrote a reply to Fabia.

The outcomes of such activities were listed as follows:¹²

1. About sixty words.
2. Personal endings of Latin verbs.
3. How to pronounce the Latin.
4. About word order and omission of the article in Latin.
5. The use of the nominative singular and plural of the first declension.

A later unit of activity, used to introduce an inflected language was "A Visit to a Roman Inn," by means of a suggested trip through Italy with a stopover at Ursa Romana.¹³ Geography, scenery, roads of ancient Italy, customs, homes, and occupations were studied along with the inflections and necessary usages of syntax.

Without exception the courses of study name imitation as the big factor in the mastery of pronunciation

¹¹ See Appendix, p. 263.

¹² Florida State Course of Study, op. cit., p. 97.

¹³ Ibid., p. 98.

with "exactness and precision" stressed from the beginning.¹⁴ It is suggested that a paragraph in Latin be written upon the board, the teacher reading it aloud. The pupils then repeat it individually and collectively, with especial attention to grouping of words and reading sentences fluently. Reading aloud should be practiced constantly throughout the course as an aid to comprehension. As aids in acquiring a mastery of pronunciation such procedures are mentioned as¹⁵ the memorization of worthwhile phrases and quotations in Latin, the oral reading of part of the assignment at home, and an occasional dictation as a check on the pupil's understanding of the teacher's pronunciation. After the pupils have had considerable practice in pronunciation, simple rules of accent and syllabification may be formed. It is urged that the teacher pronounce all new words in the advance assignment¹⁶ and have the pupils re-

¹⁴ Latin, Course of Study for Junior High Schools, p.5. Medford, Massachusetts: Mimeographed copy, no date.

¹⁵ Albert F. Reed and Albert S. Perkins, Courses of Study in Latin and Greek, p. 20. The Boston Public Schools, Grade VII to XII. City of Boston: Printing Department, 1936.

¹⁶ The Secondary School Curriculum and Syllabi of Subjects, Foreign Language, Latin, p.6. Bulletin No. C -8a. St. Paul, Minnesota: Department of Education, 1932.

peat the words and forms.¹⁷ The use of phonograph records in Latin is recommended "if practical."¹⁸

Reading

The method, reading Latin as Latin, recommended in the Classical Investigation, is largely advised in the courses of study. Regarding its adoption, Gray said, "The adoption of the Latin word order method does not, however, commit teachers to an undeviating use of it under all circumstances,"¹⁹ since a method is recommended "not for its own sake, but as a tool for penetrating the thought of a Latin sentence." The courses of study seem to suggest this method in the spirit advised by Gray. They urge the adaptation of the method to the immediate situation. The procedure usually suggested in following this method is to have the sentence read orally with especial care as to the grouping of words, breaking the sentence up into thought units. It is further suggested that in teaching the grouping of words, pupils should learn to take in large "eyefuls"

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Courses of Study in Foreign Languages for the High Schools of North Carolina, p. 10. Pub. No. 188. Raleigh, North Carolina: State Superintendent of Public Instruction, 1935.

18

Courses of Study for High Schools, Latin, p. 13. Des Moines, State of Iowa: Department of Public Instruction, 1931.

19

Mason D. Gray, The Teaching of Latin, op. cit., p. 61.

in order to increase their span of perception.²⁰ After the oral reading of the sentence, there should be simple questions and answers in Latin upon the content. All questions on syntax should precede the oral reading and their purpose should be the clearing up of difficulties. Such questions are asked after the reading only to correct errors in comprehension. It is suggested that long complicated sentences be re-read several times and finally, as a last resort, be translated literally in the Latin order.²¹

The translation of the Latin should not be permitted until the meaning is seen in the Latin order, and then should be translated as literally as good English will permit. Pupils should not be permitted to use an English derivative in the translation of a Latin word but should be taught to choose words with care.²² The purpose of translation is given as the acquirement of "training and skill in English expression," its chief value being in the "development of a nice discrimination in the choice of words."²³

²⁰ Jacob Greenberg et al., A Course of Study in Latin for Junior High Schools and the First Year of Senior High Schools. Grade 8A - 9B, RB - RD in Junior High Schools Latin I, Latin II in Senior High Schools, p. 18. City of New York: Board of Education, 1936.

²¹ Iowa State Course of Study, op. cit., pp. 28-29.

²² Course of Study Monograph, No. 5, Latin. Junior High School, Grades 8 and 9, p. 14. Denver, Colorado: Public Schools, 1931.

²³ Tentative Course of Study in Latin, p. 7. Portland, Oregon: Portland Public Schools, 1929.

The work of the first semester consists chiefly of helping the pupil to gain a vocabulary which he may use in simple sentences both oral and written. Through the use of such sentences he learns to understand the meaning of word groups. As his vocabulary is enlarged and he becomes more accustomed to grouping the words, sentences of a more difficult and involved structure may be read. The work of the second semester is of a more advanced nature, the pupil reading connected passages of a rather difficult construction. Oral reading of such passages is advised both as a drill in pronunciation and as an aid to comprehension. Frequently the Latin is read aloud and, instead of translation content, questions are asked and answered in Latin.

The work of the third semester is largely a continuation of that of the second semester, the pupil learning to translate sentences which are more difficult and complex. As pupils experience difficulty in transferring from the style of one author to another, it is suggested that teacher and pupils work out the first lessons together in class, the teacher explaining the new forms and uses of syntax characteristic of the author and the particular form of literary composition. This is especially necessary in the transfer from Caesar to Cicero, where oratory is first met, and in the change from oratory to poetry in the reading of Vergil.

The oral reading of the Latin is emphasized, the grouping of words and phrases being stressed as an aid to com-

prehension. In the third year, it is urged that the translation in English be a choice use of words for effect and expression such as an orator would use.²⁴ The aim is expressed as "the cultivation of a smooth, well-rounded translation into English, combining correctness, accuracy, and beauty of expression."²⁵ This should be true of the reading of the review lesson.

The objective of literary appreciation must be kept in mind, especially in the work of the fourth year. The aim of this year's reading is quoted as a "sympathetic interpretation of the masterpiece read."²⁶ Short lessons, about fifteen lines, are assigned in the early part of the year until the pupil becomes acquainted with the style of the author. A careful survey of each book as it is read is suggested by means of content questions or a true-false test.

The information from the inquiry blanks indicates that teachers favor the Latin word-order method with the functional teaching of grammatical structures. A few teachers stated that the elements of grammar were strongly emphasized

²⁴ The Course of Study from Little Rock, Arkansas, op. cit., p. 8.

The Course of Study from Denver, Colorado, op. cit., p. 24.

²⁵ Course of Study from Little Rock, Arkansas, op. cit., p. 20.

²⁶ Ibid., p. 99.

in "good old fashioned ways" since they felt that such work was sorely needed both for Latin and English.

Sight Reading and Sight Translation

The distinction is made between sight reading and sight translation, the former being defined as getting the meaning of the Latin sentence or paragraph without putting the meaning into words, while the latter consists of putting into English at sight the exact and entire thought of a sentence or paragraph.²⁷ Both of these procedures are tested in the College Entrance Examinations. Several courses of study suggest that both procedures be followed as often as possible. In the third-and fourth-year Latin, the easier passages are used for sight reading. Many classes read the entire fifth book of Vergil's Aeneid at sight.

Vocabulary

The earlier procedure for presenting new words was that of a vocabulary list made up of words which were used in disconnected meaningless sentences. The recommendation from the Classical Investigation was that new words should first be met in an enlightening context, oral, written, or printed. This suggestion is followed generally throughout the courses of study, suggesting that new words be presented, not in lists, but by the triple method of context, derivatives, and

²⁷ William B. Snow et al, A Course of Study in Latin for Senior High Schools, p. 7. Boston, Massachusetts: Department of Education, 1931.

related Latin words.²⁸

In the beginning of the study of Latin, it is suggested that the names of concrete objects in the classroom be given in Latin, as, *stilus*, *mensa*, *ianua*, *tabella*; or pictures be shown along with such words as, *centurio*, *gladius*, *tuba*, and *cornu* thus impressing the meaning. Verbs of action may be enacted along with prepositions of place in sentences such as, "*ambulo ab fenestrā circum mensam ad ianuam*". From this, simple questions and answers may be developed into a Latin conversation which is always interesting to the beginner.²⁹ A means of showing relationship between words is to underscore the identical elements in the Latin and the English, as, porter and porto; also through a development of a family of Latin words, as *duco* and its compounds, or voco, convoco and other compounds; and finally the large group of English words derived from this family of Latin words.

Warning is sounded against the vocabulary habit, that is of turning to the vocabulary every time that a new word is met. The pupil is to be trained to discover the meaning through the context, aided by the knowledge of related Latin words and by English derivatives.

Constant drill is necessary for the mastery of vocabu-

²⁸Course of Study of Denver, Colorado, op. cit., p.15.

²⁹Latin Course of Study, First Year, p. 9. Battle Creek, Michigan: Board of Education, Mimeographed copy, 1934.

lary and there are numerous devices suggested for use in such drills such as flash cards, spell downs, small groups with a leader, written drills, time tests, oral Latin, relay race, "beast, bird, and fish" (naming part of speech), base ball game, answering roll call with Latin words or names, informal objective tests, and games such as fruit basket, and "From Latin". The directions for such games may be obtained from the book, Teaching First-Year Latin,³⁰ or from the American Classical League Service Bureau.³¹ Such devices add much to the interest of the subject and it is emphasized that the vividness of the first impressions depends largely upon the teacher and the manner of presenting the new words.

Retention of new words is aided by repetition, the best practice of which is manifest in the use of words in easy connected Latin. It may be aided by the repeated association with English derivatives, by the repeated use of words in oral conversation, and by comparison and discrimination between words having either like or opposite meanings as *hostis* and *inimicus*, or *diu* and *longe*.³²

³⁰ Victor D. Hill, Dorothy M. Seeger, and Bertha M. Winch, Teaching First-Year Latin. Athens, Ohio: The Ohio Latin Service Committee, 1938. Pp. xvi / 280.

³¹ The American Classical League Service Bureau, New York University, Washington Square East, New York, New York.

³² New York City Course of Study, op. cit., p.9.

In the early stages of the study almost daily testing of vocabulary is necessary. Some classes practice a few minutes of daily written tests, while others test by dictation as follows:

1. The teacher dictates English to be written in Latin or vice versa.
2. Pupils write on the board according to the dictation of the teacher, the work being given in either English or Latin.
3. The translation of short Latin sentences.

An interesting test of vocabulary is gained through Latin conversation, although it lacks the accuracy and reliability of the written tests. The recommendation of the Classical Investigation was that the pupils should learn about five hundred words the first year and a like amount each year following.

Inflections

This part of the work is to be reduced to a minimum, although the mastery of a certain amount of inflections is necessary to the reading of Latin. It is advised that in the early stages of the study a careful demonstration be made of the fact that both the English and the Latin have an inflection, that declension, conjugation, and comparison do not belong solely to the foreign language.³³ There is need for an explanation of the fact that meanings are determined by the form of the Latin words and not by their

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Iowa State Course of Study, op. cit., p. 18.

order in the sentence.

The tendency in the teaching of inflections is in accord with the recommendation of the Classical Investigation, that memorization of rules be eliminated and that mastery of forms be gained through using them. The forms are to be met first in interesting, connected Latin and it is suggested in some of the courses of study that the pupils build up their own paradigms when a sufficient number of forms have been met.³⁴

The mastery of inflections can be gained only through "continuous and unrelenting drill,"³⁵ cross declension and synopsis being of especial value. Functional drill by means of short written sentences is advised, also the use of Latin conversation. In a drill on case forms, frequent questions are asked for case endings that are translated by the prepositions of, from, by, with, etc. Another drill is the practice of declining phrases such as femina et puella, via lata, puella et puer, and bonus agricola.

In the Minnesota course of study it is urged to secure the mastery of inflection by "constant and unremitting drill" since all "progress and happy satisfaction in the Latin study" are dependent upon such mastery.³⁶ This course of

³⁴ Iowa State Course of Study, op. cit., p. 17.

³⁵ Denver, Colorado Course of Study, op. cit., p. 16.

³⁶ Minnesota Course of Study, op. cit., p. 9.

study suggests as a drill device in learning verbs the practice of writing synopses as invaluable for clearing up defects in both Latin and English.³⁷

In a number of courses of study especial care is emphasized in the teaching of the passive voice that both the Latin and English usage should be stressed. Exercises helpful in this connection are as follows;³⁸

1. Recite the active and passive voice alternately, one pupil giving the active form, another following with the corresponding passive form, and so on throughout the tense.
2. Change specified forms from active to passive and vice versa.
3. Change simple sentences from active to passive and vice versa.

The teaching of the imperative mood can be enlivened by making and carrying out requests in the classroom.

Many of the devices named for vocabulary drill may be used in practice of inflections as well. The relay race is one mentioned as valuable, in which one pupil writes the stem, another the sign, and a third the endings. "Progressive Declensions" is another device for both declension and vocabulary drill, in which cases are asked for in the usual order but words are changed in every case. The pupils enjoy these exercises but care should be taken that the attention is not diverted from the point of emphasis.³⁹

³⁷ Minnesota Course of Study, op. cit., p. 10.

³⁸ New York City Course of Study, op. cit., p. 14.

³⁹ Ibid., p. 16.

Syntax

As in the case of inflections, the trend is away from the memorization of rules of syntax and definitely toward the functional teaching. The fact is emphasized that the knowledge of syntax should be an aid to the comprehension of the language and not an end in itself. The principles of syntax should be met first in interesting, connected Latin reading, the pupil being brought through skillful questioning to an understanding of the usage in the Latin expression and its analogy in the English. The writing of sentences illustrative of the principle should be practiced both in Latin and English, only familiar vocabulary being used. After the construction has been duly explained and discussed, it is suggested that pupils practice selecting examples of such construction from some connected Latin. When the principle has been mastered the pupil is given the technical term by which the usage is to be known and may then formulate his own rule.⁴⁰ A helpful suggestion urges the cooperation of the Latin and English departments in using the same technical terms for principles of syntax,⁴¹

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The Minnesota Course of Study, op. cit., p. 10.

The Iowa State Course of Study, op. cit., p. 25.

The New York City Course of Study, op. cit., p. 10.

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The Battle Creek, Michigan Course of Study, op. cit., p. 11.

thereby avoiding much confusion in the mind of the pupil. In preparation for the study of the Romance languages, the teacher should stress the universal character of all grammatical usages.

The chief methods for the fixation of principles of syntax are through the use of written Latin based on the text being read and through oral conversation based on the text.

The procedures followed in the teaching of syntax and inflections in the second year are the same as those used in the first year, emphasis being placed on drill and repetition. In the third-year Latin, the stress is placed upon those inflections characteristic of oratory such as second person verbs, pronouns, imperatives, the periphrastic conjugations, and their use in Latin conversation is advised as drill. It is emphatically stated that drills are as necessary as in the former years of the study and the writing of synopses of verbs in the second person is named as an effective procedure.

In the study of syntax it is recommended that an outline of the constructions for conditional clauses be made and that pupils keep a copy for reference.

Only such forms and uses of syntax as are necessary for the reading of the classical author are studied in the fourth-year Latin.

Oral and Written Latin

The practice of oral and written Latin is not an end in itself but is for the purpose of fixing the knowledge of forms and uses of syntax. The practice of oral Latin does much to enliven and brighten the recitation, using questions and answers in Latin about pictures, the text, or in connection with some simple story. The use of such interrogatives as unde, ubi, quam longe, and quo modo helps to motivate oral Latin and fixes the meanings of these words which often cause trouble in later translations.

The courses of study show a difference of opinion in regard to the writing of Latin, some advising that it be done only in the classroom under the supervision of the teacher, while others assign it to be done at home from the beginning. The first group assign ~~it~~ the study of inflections and uses of syntax involved as home work and then write the sentences illustrative of both in class. Much may be accomplished in clearing up the maze of details for the confused pupil by teaching him how to group words into proper phrases before attempting to write, as the grouping of the subject and its modifiers, the preposition and its object, and the verb and its object or modifiers. Emphasis is given to the fact that each pupil should understand the uses of syntax before trying to write. In the beginning the following exercises may be used:

1. Write Latin words, phrases, or sentences from dictation.
2. Completion exercises.
3. Rewrite Latin sentences, changing person, number, tense, and the like.
4. Change English sentences to Latin, and later on
5. The pupil enjoys writing connected material.

In the second year the writing of Latin is practiced for fixation of forms and uses of syntax. In some courses of study it is recommended that early in the year prose lessons be studied in the class first when questions are discussed and explained, that later in the year special constructions may be discussed as the assignment is made and the sentences written and corrected in class.⁴² In the third year the work is centered upon the uses of syntax which are characteristic of oratory. As a drill on the use of the imperatives and the second person verbs, conversation in Latin is used along with the prose composition. At the end of the term several successive days should be devoted to the writing of Latin "to secure continuous and concentrated work in review."⁴³

Prose composition is not generally practiced in the fourth-year Latin classes.

Word Study

The work in word study and word building is receiving

⁴² The Little Rock, Arkansas Course of Study, op. cit., p. 37.

⁴³ Ibid., p. 38.

more and more attention. One course of study states that the teacher may well sacrifice a few pages of translation for word study, thus giving emphasis to the close and vital relationship between English and Latin.⁴⁴ At the beginning of the work the teacher should explain the percentage of English that is borrowed from the Latin and their interest will be aroused when shown the relation of terms used in the current news such as communism, fascism, quintuplets, and the Trojan horse. A few words from other subjects may be listed on the board and the relation explained as follows:

1. From their English composition such words as sentence, adjective, antecedent, abbreviation, literature, and subordinate.
2. From mathematics, principle, quotient, addition, subtraction, dividend, Q.E.D., circle, and bisect.
3. From science, scientific, science, gravity, and incandescent.
4. From social studies, social production, legislature, congress, state, administration, candidate, naval, dictator, civilization, election, and others.

Identities in spelling in different languages may be shown as follows:⁴⁵

English	father	mother	three
German	vater	mutter	drei
Latin	pater	mater	tres
Spanish	padre	madre	tres
French	pere	mere	trois

Teachers are advised in the courses of study to teach the proper use of the dictionary and how to work out the

⁴⁴ The Minnesota Course of Study, op. cit., p. 8.

⁴⁵ Tentative Course of Study in Latin for Junior and Senior High Schools, p. 10. Kansas City, Missouri: Curriculum Department, 1929; Revised, 1934.

meanings of English words met in other studies or in their outside reading. They should be shown the making of Latin compounds and how prefixes and suffixes are used in English word-building. Pupils should be brought to understand that the real purpose of derivative work is to aid them toward a better knowledge and usage of the English language.⁴⁶ Cooperation with the English Department in the use of their spelling lists is advised that students may study the words of Latin derivation and learn how to make their Latin assist them in the correct spelling of English.

One of the activities most frequently mentioned in the courses of study in this connection is that of keeping a derivative note book, in which are listed English words met in their other subjects, especially technical terms, words met in their outside reading, and in everyday usage. It is advised that teachers ask rather frequently for words met in their other subjects or in everyday conversation.

Another activity is that of making posters showing derivations, as the drawing of a "family tree", the tree being named the Latin stem and the limbs and twigs the English derivatives. Many other subjects for posters are named such as a duck(duc) surrounded by many ducklings, each a derivative; a sunburst, each ray being a derivative;

⁴⁶ The Iowa State Course of Study, op. cit., p. 35.

a monkey holding balloons, each a derivative; and the air-minded may use planes in V formation, the leader being the Latin root and the followers the derivatives. In this connection work in prefixes and suffixes claims much attention and aids the pupil in understanding word building in English. Through the making of posters, many a pupil somewhat slow in other phases of Latin work, yet with a native ability in drawing, has been led to a genuine interest in the subject.

Other activities are the underlining of all words of Latin origin in a page of the current newspaper or magazine, finding the origin of each word on a leaf of the dictionary, underlining on a page of Latin each word having an English derivative, and rewriting a well known English paragraph, as the Preamble of the Constitution, in such a way that there will be no word of Latin origin.⁴⁷

A special course in word study was organized by the Classical Department of Shortridge High School in Indianapolis, Indiana, the purpose of which was to teach the development of a good English vocabulary.⁴⁸ The course was organized for those pupils who had barely passed two

⁴⁷ The Kansas City, Missouri, Course of Study, op. cit., p. 7.

See Appendix, p. 264.

⁴⁸ Dorothy M. Bell, "Courses in Related Latin and English Word Study," Classical Journal, XXXI (November, 1935), 116-17.

years of Latin and were not planning to continue the study of the language. The work proved so interesting and popular that a more advanced course was arranged for seniors and post graduates.

Collateral Reading in English

The program of reading in English for the first-year Latin usually follows along the line of Roman private life, which practically all courses of study recommend. The work may take one of three forms as follows:

1. It may be a project in required work.
2. It may consist of specified topics based on reading.
3. It may take the form of reports on Roman customs as met.

Some teachers motivate this work by reading passages from biography or poetry or by a discussion of facts relative to Roman life, in which the teacher only reveals enough information to whet the curiosity of the pupils.⁴⁹ It is suggested that in some instances it is advantageous to assign definite pages for reading until an interest is created. A list of topics for reports⁵⁰ should be posted along with the books of reference or novels, in which such information may be found. Hints as to the nature of the reading may be given to arouse interest. The pupils should then be permitted to select their topics according to interest. They should be advised to be on the alert for references to their topics in their other reading.

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Florida State Course of Study, op. cit., p. 92.

⁵⁰

Appendix, pp. 266-270.

Topics suggested for reports are as follows:⁵¹

Romans of Today and Yesterday.
 Similarities in Roman and Modern Life.
 The Roman Houses.
 Prominent Roman Personages.
 Desirable Traits of Character Among the Romans.
 Roman Dress.
 Customs in Roman Private Life.

A definite record of the reading chosen should be made and extra credit given for such work. An appointed time should be listed for the reports and discussions, which may take the form of a socialized recitation in which very brief reports may be given with a general discussion following. It is suggested that the teacher do very little talking in such recitations, yet "unobtrusively direct the discussion" along the proper channels, ever alert for the accomplishments of pupils and for any signs of lack of interest.

In some schools the Latin department cooperates with the work in civics and government by using topics which are of interest to both classes. Such topics are:⁵²

The Origin of the Republican Form of Government and Comparison with That of Modern Times.
 Boys of Greece and Rome, the Athenian Oath with Comparison with Boy Scouts and their Code of Citizenship.
 Elections, a Comparison of methods of Campaigning for Office as practiced by Romans, Greeks and the Present Day Candidate.

⁵¹ Philadelphia Course of Study, op. cit., p. 111.

⁵² The Kansas City, Missouri, Course of Study, op. cit., pp. 16-23.

The reading for the second year follows the military organization of the Romans, the history of the Roman Republic, and the life of Caesar. Activities listed in connection with the work of second year are:

1. Collection of illustrations of Roman remains in Gaul.
2. Study of famous generals who imitated Caesar and his tactics.
3. Report of types of fortifications and attacks used in the World War as compared with those used by Caesar.
4. A study of relations existing between French and Latin.

Many interesting topics may be assigned on instances of Roman history similar to our own and on problems of the Romans which are to be solved today.⁵³ In the third year such topics bring about a clearer understanding of the life in the days of Cicero and an interest in politics and economics through a comparison of past and present situations. In this connection it is urged that pupils be led to form right attitudes toward social situations and to attain an understanding of good citizenship through the study of patriotic oratory.

The reading of the fourth year is in harmony with the study of Vergil's Aeneid, bringing about a thorough understanding of the history and times of Augustus, a knowledge of Vergil's triple motive in writing the Aeneid, and mythology. Topics for continuous study through the year may be assigned along the following lines:⁵⁴

⁵³ Appendix, pp. 269-270.

⁵⁴ Little Rock, Arkansas, Course of Study, op. cit., p. 148.

1. Juno's hatred for Carthage and the myths connected with it.
2. Three divinities which wield an important part in the epic.
3. The fourth power, Fate, and the significance of the numerous references to Fate.
4. Elements of the Aeneid which were also characteristic of the policy of Augustus.
5. A study of parallel lines in the Iliad and Odyssey of Homer.
6. Religious ideas of the Romans and their ideas of the hereafter, as shown in the Aeneid and the writings of Ovid.

Supplementary Reading in Latin

This type of reading may follow the reading in English since pupils may be inspired to seek further information in regard to their topics in the original languages. However, the number of works in Latin suitable for first-year pupils is rather limited.

The reading in Latin for the third and fourth years is suggested from Sallust followed by a discussion of the type of punishments, the reading of the speeches of Silanus, Caesar, and Cicero. The reading of Eutropius on the death of Caesar may well follow the study of the Catilinian Orations.

When the work is given in the form of projects with reading for direction of the work, it may follow various devices. Some recommend the collection of pictures of modern buildings showing classical influence, while others collect Italian stamps with Roman scenes, and seals used in American Governmental documents. Other projects are:

1. The planning and construction of a Roman house.
2. Stories of the constellations.
3. A study of the Roman baths as compared with the modern spas.
4. Dressing dolls in Roman fashion.
5. Dolls as Roman soldiers.
6. A Roman fashion show illustrating the tunica servi, civis, stola, hasta, etc.
7. A sand table showing the seven hills with soap models of famous buildings placed on the sand box, the soap giving the impression of marble.

Many schools inspire interest through the serving of a Roman banquet but since it is given frequently under the auspices of the Latin club, it will be discussed under that heading.

The Bulletin Board may be a center of interest, for here pictures and clippings relative to all phases of Latin work and its relation to English and modern life may be displayed. Pupils should be encouraged to bring in materials for it and such clippings should be changed often. On this board are displayed references to Roman history and mythology from papers and magazines, pictures, advertisements, cartoons, and other articles of interest. The findings for the board should be praised by the teacher sufficiently to create a genuine interest among pupils in the display of materials of Latin which have touched their lives.

In the Florida course of study, a unit is given on "Communication in the Days of Cicero." A number of courses of study suggest debates as held in the Roman senate, using such subjects as:

Caesar's Speech for Life Imprisonment,

Cato's Speech for the Death Penalty,
 The Type of Men Needed on Juries,
 Woman as a Juror, and
 When Would Caesar Break a Law.

Many schools list the dramatization of parts of the Aeneid. In one school at the end of the reading of Book IV, a period of three weeks is devoted to the writing of a play.⁵⁵ During this time no daily preparation for class is required, the time of the recitation being devoted to the sight reading of the fifth book. The writing of the play required a careful study of characters, the Fates, the gods, Dido, and Aeneas. The pupils studied Moulton's Greek Drama and nine plays were read in connection with the project. At the end of the period the class produced the play, "Dido and the Fall of Troy," in a dramatic pageant. Other projects are:

Newspaper headlines with brief articles published after the departure of Aeneas from Carthage,
 An imaginary letter from Anna to a friend in Tyre, describing events of the fourth book.

Sports enthusiasts enjoy working a comparison of games in the Aeneid and in Homer's epics with the games of modern times, while the girls make a study of parts played by women in the ancient and modern worlds. Another project was an outline and study of the characters met in the descent of Aeneas to the underworld.

⁵⁵ Florida State Course of Study, op. cit., pp. 131-133.

Home Work

The assignment for home work should be very definite and planned in advance. It is suggested that there should be such an assignment as would arouse curiosity and create⁵⁶ interest and that all difficulties which are beyond the pupil's unaided power should be removed. The purpose of home work is the fact that it gives the pupil an opportunity to learn through additional practice what he has been taught in class, as well as to apply his knowledge and skill to the solution of new but related problems.⁵⁷ It is advised that the normal assignment for the average pupil should require not more than thirty minutes of time. The assignment should be made in the early part of the period and plenty of time taken to make it absolutely clear to each pupil just what he is expected to do. Out of fairness to the pupil, the work should be collected and checked daily. A number of courses of study specify that care should be taken to make the assignments varied, interesting and purposeful.

Correlations

Teachers are generally making the effort to show the

⁵⁶The North Carolina Course of Study, op. cit., p. 9.

⁵⁷The New York City Course of Study, op. cit., p. 20.

debt of the modern world to Roman civilization. The replies to the inquiry blanks show that the Latin departments are giving much emphasis to correlations with other subjects taught in the high schools. In the schools of Oakland District, California, the heads of departments and the chairmen of classification, one appointed for college courses and one for basic courses from each school, meet and discuss problems with the Assistant Superintendent and often with the school principals in an effort to correlate subjects to the fullest extent, making the study of one subject help in that of other departments.

Among the correlations most frequently mentioned are those with the work in English, showing a cooperation not only in word study and spelling lists but an agreement on technical terms used in constructions of syntax in both English and Latin. Cooperation is shown between Latin and English literature, in the study of the influence of Roman literature and its relation to such works as Shakespeare's Julius Caesar, and to the poems of Dryden, Milton, Spencer, and Tennyson. In some schools topics for themes in English are assigned in such a manner as to take advantage of the Latin pupil's reading of collateral work.

The departments of History and Latin cooperate in the study of the present war situation, the Latin pupils making comparisons of the present (1936-1941) war leaders with those

of Roman times, the dangers to democracy then and now, the matter of dealing with unemployment, Rome's government and that of the United States of America, the rise of dictatorships in the ancient and modern worlds, the treatment of conquered nations, the futility of war then and now, and the hopelessness of vanquished nations. Often cases are mentioned where the departments meet for general discussion of such problems and extra credit is given for outstanding work. The book, The New Deal in Rome,⁵⁸ is read by many Latin pupils in the study of economic conditions.

Attention is directed to the study of technical terms of Latin derivation in such subjects as physics, chemistry, civics, music, art, biology, botany, mathematics, nursing, law, and medicine in an effort to help students to gain a clearer understanding of their meaning and use. Such terms as agenda, veto, and status quo are studied in both their Latin and English relations. Correlations in grammar usages and word studies are emphasized in the cooperation of Latin with the Romance languages. The use of Latin terms in journalism for effective headlines is studied, and the art departments cooperate in the making of friezes and masks such as are used in the Roman plays, these being used in

⁵⁸ H. J. Haskell, The New Deal in Rome: How Government in the Ancient World Tried to Deal with Modern Problems. New York: Knopf, 1939. Pp. xii / 258 / xi.

the dramatic work presented by the Latin department. Pupils who give oral reports on topics assigned for Latin are in some instances given credit for public speaking. The study of Roman gardens offers a correlation for Latin pupils with the study of botany. There are many questions of interest to the Latin pupil who is enrolled in the study of economics and sociology.

Most teachers of Latin signify an interest and effort in the matter of meeting the needs of the high school pupil today. They emphasize the promotion of interests, the effort to bring about more desirable attitudes toward social problems, better methods and habits of working independence and honesty in work, good citizenship and a tolerance toward other people and nations through comparing and contrasting ancient and modern civilizations, the "responsibility of tackling a job and doing it," and the appreciation of democracy.

Summary

The suggestions on methods given in the courses of study for the period, 1930 to 1940, are in accord with the recommendation of the Classical Investigation that the pupil should be taught to read and comprehend Latin through the Latin word-order method, sometimes called "reading Latin as Latin". The replies to the inquiry blanks which came directly from the teachers of Latin indicate a preference for this same method, although a few teachers refer to the

grammar-translation method as "the good old fashioned way."

Much attention is given to the orientation period which is characterized by Latin conversation and the writing in Latin of simple sentences rather connected in thought. This period of time preceding the reading of the classical authors is prolonged to three semesters and at the same time much work in inflections and syntax was postponed from the first year to the second. This extension of time and the delayed requirement of work give extra time for a better orientation. Pupils are led to an interest in the subject through procedures which create interest such as conversation in Latin, interesting word studies, and stories of Roman life. The aim is to give the pupils a working vocabulary while creating an interest in the subject.

Vocabulary, inflections, and uses of syntax are taught in a functional manner, all words, forms, and usages of syntax being met by the pupil for the first time in meaningful connected sentences. Questions on content are asked in both Latin and English to bring about comprehension. After the pupil has learned the meaning of forms and a sufficient number of them he may then formulate his own paradigms; the same procedure is used in the matter of uses of syntax. There are many activities for fixing words, forms, and constructions in the mind through the use of games and such. These activities are useful and enjoyable but care must be taken that they are not made the end rather than

the means to the end.

All courses of study and inquiry blanks indicate a keen interest in the attainment of certain of the ultimate objectives, the most popular being the historical and cultural background and the knowledge of elements of Latin found in English. The ultimate objectives are not aimed at singly but in continuous and concurrent fashion.

Through interesting reading programs in English, assigned according to individual tastes, a background is established and often the pupil is led to formulate right attitudes toward social situations. He is brought to realize through such reading that the ancient governments met many problems which are to be solved today.

The study of words and word building is carried on throughout the four years. It is planned not only as an aid to the comprehension of Latin but of English and the Romance languages as well. The building of words in English and Latin through the use of a Latin stem and the addition of prefixes and suffixes to give different shades of meaning is a decided help for the pupil in the comprehension of his own language.

A helpful and encouraging omen is seen in the spirit of cooperation shown between the Latin and other departments. Credit is sometimes given for a report of reading in both the Latin and history departments, in the belief that one strong report is better than two mediocre ones. In some

schools the pupil is given credit for public speaking when he has given an oral report. Other departments cooperate in various ways.

The use of such modern methods is indicated in the courses of study and in the inquiry blanks. While Eddy stated that teachers pay "lip service" to the newer methods rather than showing the use of them in the classroom, this writer believes that such methods are being followed more sincerely at the present time. The use of the newer textbooks which are written with suggestions for the improved methods would bring this result. The question of textbooks will be discussed in a later chapter.

CHAPTER VII

TESTS AND MEASUREMENTS IN LATIN

The study of tests and measurements in Latin will include a brief review of early methods of testing in Latin, a survey of modern methods of evaluation for the attainment of objectives, immediate and ultimate, and a discussion of current practices as revealed in the courses of study in Latin, 1930 to 1940, through the inquiry blanks, and the sample tests which were submitted by various schools.

Early Manner of Testing in Latin

✓ In the days of the twentieth century and prior to that time, the principal method of testing was by means of teacher-made tests, which were usually of the essay type and grades or percentages were given to show results of attainment. The tests for First-Year Latin usually consisted of requests for declensions of nouns or adjectives or the conjugation of verbs in the regular paradigms with perhaps a few sentences to be translated from Latin to English or from English to Latin.

The tests for the advanced years of high school Latin consisted of passages of Latin to be translated with questions on constructions of syntax. Usually there were a few sentences illustrative of the work in prose composition, and occasionally a question relative to the author's life

and work, or to the history of that particular era. Tests of this type served rather as a measurement of ability to recall and to organize facts than as a diagnosis for remedial teaching, or a measure of achievement in knowledge and skills. The creation of the newer type of tests was the result of a need for a more accurate measurement of attainment of knowledge, skills, and abilities which were named as objectives of the course.

The Newer Type of Tests

The newer types of tests are sometimes classified as formal or informal,¹ the former being used with reference to the standardized tests, while the latter is used in connection with those tests which are made out by the teacher in charge of the class. These tests may be the essay type or they may make use of various devices such as true-false statements, matching, completion, or multiple choice exercises. The informal test is used best at the completion of units of work, not only for a record of the pupil's progress but as an aid to the teacher in giving information as to whether the unit was taught with sufficient emphasis.² The information thus gained should lead directly to re-

¹ Victor D. Hill, Dorothy M. Seeger, and Bertha M. Winch, Teaching First-Year Latin, p. 237. Athens, Ohio: The Ohio Latin Service Committee, 1938.

² Emma Peters, "Relation of Tests to Improvement of Instruction," Classical Journal, XXVIII (December, 1932), 189.

medial teaching. The formal or standardized tests are best used as a means for measuring the effectiveness of teaching as compared with that in other schools. They may be prognostic, diagnostic, or achievement tests, the diagnostic and achievement being the more successful. The prognostic tests are not so successful in Latin due to the fact that they are "often based on the derivation of words, in which eighth grade pupils have had too little experience,"³ also because of a lack of knowledge of the concepts of grammar. Reed found that the use of prognostic tests revealed varying degrees of relationship between language learning and other activities, that their use was justified for classification and guidance of groups, but were not sufficiently accurate for individual guidance. He stated that the best indication⁴ of future success in the study of a foreign language was past success in that activity. A number of studies of prognostic tests have been made in modern foreign languages, in which it was shown "that they predicted success in algebra as well as in French." It was shown that success in learning a language is a function of general ability rather than that of specific ability.

³ Emma Peters, op. cit., p. 190.

⁴ Homer B. Reed, Psychology and Teaching of Secondary-School Subjects, p. 291. New York: Prentice-Hall, Inc., 1939.

ties.⁵

Tests for the Objectives of Latin

The method of testing reading ability in Latin was formerly the assignment of a paragraph of Latin to be translated into English. The chief objection to this method is found in the difficulty of scoring a number of translations with any degree of uniformity. The newer types of tests are objective and are therefore more accurately scored. The techniques used in testing are: the paragraph-question type, in which the paragraph is followed by questions on content; the multiple-response type, in which the paragraph is followed by several suggested answers, only one of which is correct; and the true-false type, in which the statements following the paragraph are either true or false, and are to be marked accordingly by the pupil. The comprehension of Latin was one of the first objectives to receive the emphasis of formal testing.

Review tests of the informal type should be administered frequently during the first two years in the study of Latin. The technique for such tests may be varied or may be combined in a single test. One technique of value in testing the attainment of vocabulary is that of multiple-choice, in which a Latin word is followed by four or five English words, only one of which is the correct meaning.

⁵ Homer B. Reed, op. cit., p. 285.

The practice of giving as one of the English words a word similar in form but having a different meaning, as "glad" is similar to the Latin "gladius", is recommended⁶ as a matter of confusion to the pupil who is poorly prepared but relies upon his ability at guessing.

Another technique is that of recall, in which the pupil is given a list of Latin words and asked to write the English equivalent, or vice versa. The matching technique is also used in a vocabulary test, in which there are two columns of words, the one of Latin and the other English. The words in one column are numbered and the pupil is asked to write the number of the word in that column after its equivalent in the other column.

In another device the pupil is given sentences in each of which a word is lacking. The pupil is then asked to fill in the blank with the correct word selected from a group of five or six, only one of which is correct.

One of the most used methods of testing knowledge of inflections is that of giving a list of nouns, pronouns, adjectives, or verbs, for which the pupil is asked to write certain designated forms. The multiple-response device may be used in testing attainment of knowledge of inflectional

⁶ Herbert E. Hawkes, E. F. Lindquist, and C. R. Mann, The Construction and Use of Achievement Examinations, p. 271. Boston: Houghton, Mifflin Company, 1936.

forms by giving a list of verb or noun forms with four or five suggested translations, one of which is to be checked as correct. A paragraph of Latin may be given with certain words underlined, the pupil being asked to name the form of each word thus designated or to give its meaning and explain its use. An objection to the practice of naming the forms by their technical terms of construction was made by Haage, due to the fact that the pupil might not have a clear understanding of the terminology used in grammar. Since she felt that the formal rather than the functional procedure was being emphasized, she used no technical terminology for constructions of syntax in her tests. Ten questions were listed which would involve case relations, such as, "from whom," "for whom" or "to whom" and "from or by whom." The questions were designated by letters or numbers, the pupil marking the underlined item according to the question to which it corresponded.⁷ The scoring on such a test was found to be far more accurate.

A recall type test on syntax is made by giving sentences such as "Where is the man's sword?" the pupil giving the one Latin form for the underlined word. The attainment of knowledge of syntax may be tested by completion, match-

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Catherine M. Haage, "Tests of Functional Latin for Secondary School Use Based upon the Recommendations of the Classical Investigation," p. 192. Unpublished Doctor's dissertation, University of Pennsylvania, 1932.

ing, or multiple-response exercises, in which an English sentence is given with four or more Latin translations, only one of which is correct, and it is to be checked by the pupil.

In consideration of the ultimate objectives for the study of Latin, the attention in testing has been directed principally toward the two objectives: (1) the increased understanding of those elements in English which are related to Latin and (2) the development of an historical and cultural background. There is evidence of validity in the testing of ability of Latin students in the better attainment of other foreign languages⁸ but authorities question the validity of testing for the progressive improvement in reading, writing, and speaking English as a result of the study of Latin through Latin tests. The objective named for the last two years of high school Latin, the attainment of literary appreciation, is also questioned as to its ability for measurement by testing.

Testing for the attainment of those elements in English which are related to Latin is closely connected

⁸ L. E. Cole, "Latin as a Preparation for French and Spanish," School and Society, XIX (May 24, 1924), 618-22.

T. J. Kirby, "Latin as a Preparation for French or Spanish," School and Society, XVIII (November 10, 1923), 563-69.

with that of vocabulary, since the ability gained through the former consists of word studies and derivations. Suggestions for testing word studies and derivation are as follows:⁹

1. Giving the meanings of English words according to derivation.
2. Naming the Latin for certain English derivatives.
3. Explaining the derivation of words by naming and defining the prefix, base, and suffix.
4. Using English derivatives correctly in sentences.

In testing the attainment of an historical and cultural background, true-false and matching exercises are largely employed in regard to facts of history, Roman public and private life, mythology, and the historical background for the classical materials which are being read.

Current Practices in Evaluation •

In answer to the request for sample examination lists in Latin, sixty-four lists were received from twenty-five different cities¹⁰ of which twenty-four were based upon first-year Latin, twenty-eight on second-year Latin, seven on third, and five on fourth-year Latin. The geographical distribution of the sources of these lists is shown in Figure 3. The examinations submitted were of both the es-

⁹ Victor D. Hill, Dorothy M. Seeger, and Bertha M. Winch, Teaching First-Year Latin, p. 241. Athens, Ohio: The Ohio Latin Service Committee, 1938.

¹⁰ Appendix, pp. 260-261.

say and objective types, making use of all of the newer exercises in testing.

The subject of evaluation received no mention in twelve of the forty-two courses of study, while a few give only a scant discussion of the subject. The Denver course of study lists the purposes of evaluation as follows:¹¹

1. As an estimation of special and general abilities.
2. The measurement of specific and general achievement.
3. The determination of group and individual difficulties in learning.
4. The motivation of study and drill.

The Iowa course of study emphasizes the need for decision as to "what comprises the essential knowledge, habits, attitudes, and modes of thinking in a course" and then listing them as evidences of mastery.¹² It further stated that the course of study should reveal such evidences. This course of study follows the procedure advised by setting up a definite list of outcomes to be attained and accompanies this list with suggested procedures for the teacher to follow in drill and examples of testing procedure such as matching, completion, and true-false exercises. The objectives listed for achievement testing in the first two years of high school Latin are:¹³ vocabulary, mastery of forms, syntax, easy read-

¹¹ Latin, Junior High School, Grades 8 and 9, p. 16. Course of Study Monograph, No. 5. Denver, Colorado: Public Schools, 1931.

¹² Courses of Study for High Schools, Latin, p. 10. Des Moines, Iowa: Department of Public Instruction, 1931.

¹³ Ibid., pp.15-41.

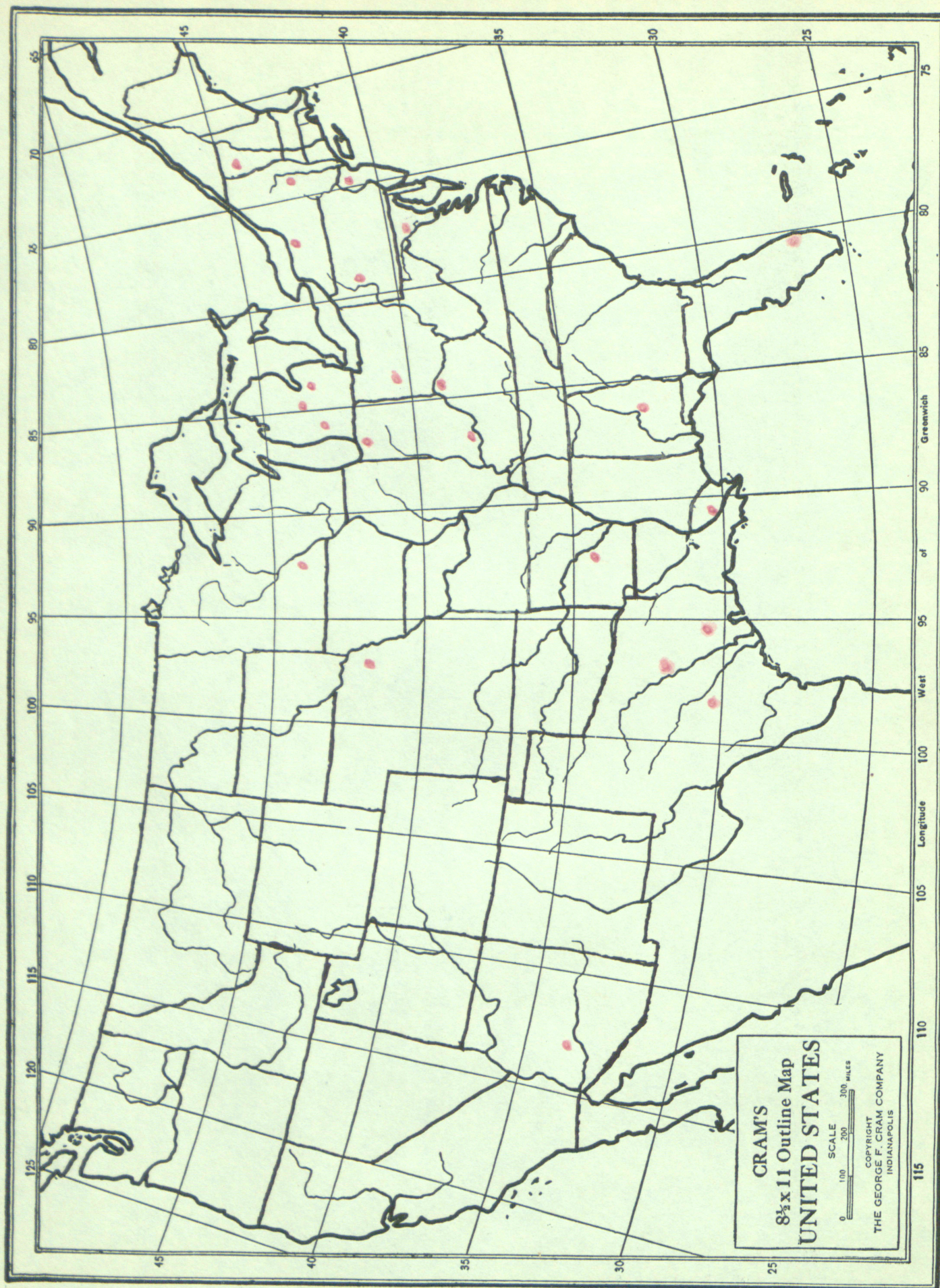


Fig. 3.- Geographic Distribution of Those Cities Submitting Sample Examination Lists in Latin.

ing of Latin, skill in translation of Latin to English, derivatives, and collateral readings. Lists of standardized and informal tests are given from which selections may be made by the teacher.

The courses of study from West Hartford, Connecticut, and Fort Worth, Texas, recommend the use of tests, both standard and teacher-made, following the completion of work units for diagnosis as well as a check on achievement.¹⁴ The suggestion is made that the tests on minor units be short¹⁵ and limited to ten or fifteen minutes, while tests on major units be longer, at least thirty minutes, and given every six weeks. The course of study from Washington, District of Columbia, recommends frequent tests in sight reading "to bring home to the pupil the exact points to which he must pay attention".¹⁶

The practice of making a thorough study of style of oratory and characteristic constructions during the reading of the First Oration of Cicero, followed by a thorough testing on constructions characteristic of oratorical style is

¹⁴ Louise Bomar et al., Languages, A Tentative Course of Study for Latin, pp. 7-15. Fort Worth, Texas: Board of Education, 1937.

¹⁵ Course of Study, Senior High School Latin, p. 15. Butler, Pennsylvania: Butler Public Schools, No date.

The Teaching of Latin, p. 4. McKeesport, Pennsylvania: McKeesport Education Department, 1938.

¹⁶ Course of Study in Latin, p. 4. Washington D.C.: Department of Latin, Public Schools of the District of Columbia, 1936.

recommended in the course of study from Little Rock, Arkansas.¹⁷ True-false and multiple-response exercises are suggested as helpful in the promotion of training in comprehension.

The Florida course of study suggests three special tests for third-year Latin as follows:¹⁸

1. Class preparation without previous warning or study of the first forty lines of the First Oration against Cataline.
2. An essay type consisting of a translation of a passage of the Latin with questions on constructions of syntax, a passage of English to be translated into Latin, and a question calling for identification of certain characters in the orations or in the government of that time.
3. A test, largely objective, using true-false and completion exercises.

With the reading of the Aeneid true-false and completion exercises are used in testing knowledge of mythology.¹⁹ In Florida following the unit on dramatization, the Godsey test in Latin Composition was given and results showed a three point gain over the national score,²⁰ which was 25.

¹⁷ Latin, Third and Fourth Year for Senior High School, p. 26. Course of Study Monograph. Little Rock, Arkansas: Board of Education, 1930.

¹⁸ Foreign Language Course of Study for Florida High Schools, pp. 122-23. Tallahassee, Florida: State Department of Public Instruction, 1935.

¹⁹ Tentative Course of Study in Latin, Junior and Senior High Schools, p. 34. Kansas City, Missouri: Curriculum Department, 1934.

²⁰ Florida Course of Study, op. cit., pp. 130-31.

However, the teacher reported that this test was not appropriate for measuring achievement in reading and literary appreciation.

The fact that the matter of evaluation is largely left to the individual teacher is clearly indicated in the inquiry blanks, since sixty of the eighty-two so stated. Four of the replies stated that the teachers worked with the supervisor in planning the testing procedures, while three indicated that the plans were made out by the heads of the departments. The prevailing custom is that of using the standard tests along with those made by the teacher, employing both the essay and objective types in which all of the newer type exercises are used.

The construction of a definite program of evaluation is claiming the attention of the Latin departments of the San Leandro District of California and other schools report that such a program is anticipated.

The objectives stressed in order of preference indicated are:

1. Ability to translate.
2. Comprehension of reading materials.
3. Knowledge of syntax and inflections.
4. Relations existing between the study of Latin and the various phases of modern life.
5. Word studies, derivations, Latin phrases, and quotations.
6. Mythology in literature.
7. Evidences of the use of Latin in the modern civilization.

The examination lists in first-year Latin were all of the objective type, testing knowledge of inflections, syntax, vocabulary, reading ability, and derivations. Only seven

lists asked for declensions and conjugations to be given in the form of paradigms as was formerly the custom. The remaining lists tested inflections and syntax by asking for identification of forms through matching them with the correct technical terms or through completion exercises. Reading ability was tested by the translation of sentences or a paragraph in Latin, while comprehension was tested through the use of content questions based upon a Latin paragraph of interesting reading material, for which no formal translation was asked.

Seven lists tested ability in vocabulary through giving Latin words and asking for their English meanings, or vice versa. Others checked such ability by using the newer type of exercises.

The knowledge of derivations was tested in fourteen examinations by giving an English paragraph and asking for the meaning of certain underscored English words of Latin derivation, but such words as are not usually used by the high school pupil. The incorrect spelling of English words was checked by giving pairs of words such as "benefit" and "benifit", the pupil checking the correct form and explaining it by derivation.

Latin phrases in English such as "tempus fugit", "sine die", and others were tested in three examinations. The relation existing between modern foreign languages and Latin was tested in two of the lists by giving a group of

words such as "padre", "porter", and "tierra", and asking for their meaning through their knowledge of Latin words.

Knowledge of the historical and cultural background was most frequently checked by true-false, matching, or completion exercises. There were a number of lists which asked for identification of Roman statesmen and mythological characters. Many of the lists carried exercises based on the customs of Roman private and public life.

The examinations for second-year Latin followed much the same procedure as those of the first-year work, testing for the attainment of ability in translation as first in importance, and comprehension of Latin as second. The relation between Latin and English and the influence of Roman civilization over modern life and literature were tested through the newer methods of testing. Sight translation was tested in five lists, an objective which was not in evidence in the lists based on first-year Latin.

In the examinations for both years, the evidences of testing for all objectives were not to be found in any one single test. The tests are generally short and objectives are grouped, translation and comprehension with inflections and syntax, derivations with vocabulary, and collateral reading with background information.

The third-and fourth-year tests showed more evidence of the old style Latin tests, a rather lengthy passage to be translated followed by questions on uses of syntax. Of

the twelve lists submitted on the work of the two years, only four had any questions on background material. However, this may have been tested at another time and it was impossible to obtain the tests for the entire year. Knowledge of the Roman government and public life for third-year work and mythology for fourth-year were largely tested by means of true-false and completion exercises. Very little evidence was found in the lists of any attempt toward testing for literary appreciation or for improvement in the literary quality of the pupil's written English, both of which were objectives named for the third-and fourth-year work in Latin.

Summary

Although much has been written in regard to improved methods of evaluation in the last decade, only twelve of the forty-two courses of study make any suggestions for this important phase of the work. The recommendations made in these twelve courses are much improved over the old methods of testing, since they offer illustrations of good objective tests for certain objectives and give suggestions for making them. Directions for the use of standard tests are also given so that attainments may be compared with those of other schools.

The objectives which are most frequently tested are the immediate, primary and secondary, and the ultimate deal-

ing with relations between English and Latin, derivations, word studies, and historical background. Only a very few tested for relation existing between Latin and modern foreign languages. No evidence was shown of any testing for the objectives named for third-and fourth-year work, the improvement in literary style of the pupil's written English or literary appreciation.

The newer types of tests are generally used in the first-and second-year Latin with frequent use of standard tests on vocabulary, inflections, and syntax for diagnostic purposes and for comparison with the attainment of other schools.

The tests of the third-and fourth-year Latin are more generally of the older style type, translation and questions on syntax. There is some evidence of testing on historical background and mythology.

The matter of evaluation is left almost entirely to the discretion of the individual teacher, as is shown in the inquiry blanks. In a large school system, it would seem that there is a definite need for supervision in this phase of the work. At least there is need of cooperation of all teachers in the department in an effort to bring about a program of evaluation by which pupils in the same grade of work, but in different schools, would have a more equal basis of measurement of values.

CHAPTER VIII

LATIN IN THE JUNIOR HIGH SCHOOL

The purpose of this chapter on junior high school Latin is to give a survey of the trends in the presentation of the subject as it is taught today. A brief review of the earlier studies of the subject will be followed by a discussion of the practices as shown in the courses of study and in the replies to the inquiry blanks.

Earlier Investigations

In 1927, an investigation of practices followed in the junior high school announced as the best practice the giving of survey courses for the purposes of testing the ability and interest of pupils before "they would commit themselves to a sequential subject",¹ the course in Latin being arranged in such a way as to give an idea of the influence of Latin upon the English language, along with an introduction to the history, institutions, customs, and famous men of that nation which used the Latin as their everyday language. These objectives are incorporated in the course, known as general language, which is used in some junior high schools as an "exploratory tryout in two or more languages".² Such a course is given by the foreign language

¹Olivia Pound et al, "Report of the Sub-Committee on Latin," North Central Association Quarterly, I (March, 1927), 484.

²W. V. Kaulfers, "The Exploratory-Guidance Value of General Language," California Quarterly of Secondary Education, IV (June, 1929), 307.

department, the objective being the guidance of pupils in the selection of subsequent language work. As a result of an experiment lasting two years in the seventh and eighth grades, Kaulfers reported that such a language course had no value for guidance in subsequent selection of language work. In a more recent study after a survey of fifty-one investigations, the same investigator pointed out that the experience of the pupil in a general language course possibly gave a better indication of prospective success than as a measure of intelligence or aptitude; and that the general language exploratory course was better for the guidance of the pupil if the methods and materials of instruction gave real experience in the foreign language rather than play activities.³

Lindquist, after an experiment with such a course in Detroit, Michigan, reported the purposes of the work as being a prognostic test of ability in foreign languages, and an exploration of the capabilities of pupils in a number of languages.⁴ The work was given as a laboratory course investigating the development of language, its nature, functions, and growth, with a later study of the origin and de-

³ W. V. Kaulfers, "Present Status of Prognosis in Foreign Language," School Review, XXXIX (October, 1931), 585- 596.

⁴ Lilly Lindquist, A Laboratory Course in General Language, Part I, p. 1. New York: Henry Holt and Company, 1929.

velopment of the English language and its relations to other languages. She reported that this course not only assisted in the elimination of those who were incapable of the study of a foreign language, but also helped in the diminution of failures in language study.

Early in the decade under discussion, about 1930, Wehr made a survey of the organization of the foreign language departments in the junior high school movement⁵ with an especial study of the provisions for general introductory language course. She defined the course as "covering a semester's (or a year's) work, offering instruction in the history of the development and evolution of language, especially of the English language, an introduction to the results of comparative philology, and exploratory lessons in several different foreign languages."⁶ As objectives of the course she named: (1) the orientation or guidance objective, the development of a "language sense" or the provision of sufficient language study to enable the pupil to select a foreign language for subsequent study, the selection being made on the basis of preference and appeal to the aptitudes and abilities; (2) the academic objective, the introduction of a knowledge of the evolution and development of language

⁵ Theresa Wehr, "A Course in General Language," Classical Journal, XXVI (December, 1930), 194-206.

⁶ Ibid., p. 194.

in general and especially of the English language, and (3) the objective of appreciation, the creation of sympathy and good will toward foreign peoples and an interest in the study and language as an instrument for the exchange of ideas.⁷

In 1932, Eddy reported that the foreign language situation in the junior high school was "still in a chaotic state."⁸ Courses were given at that time in modern languages, in Latin, and in general language. These courses were arranged in various types as follows: (1) an exploratory course of nine weeks in only one language, Spanish, French, or Latin; (2) a tryout course of one semester devoted to one of the three languages; (3) an introductory course in the development of language in general, given in the eighth grade and followed by a study of several languages in the ninth grade; (4) courses given in general background work for French, Spanish, or Latin with no linguistic work in any specified language; and (5) a course of twenty weeks in two languages selected from Latin, French, German, or Spanish.⁹

⁷ Theresa Wehr, op. cit., p. 196.

⁸ Helen M. Eddy, Instruction in Foreign Languages, p. 53. The National Survey of Secondary Education, Monograph No. 24, Bulletin, 1932, No. 17. Washington, D.C.: Government Printing Office, 1933.

⁹ Ibid., p. 57.

Eddy further reported that it was impossible to evaluate properly the course in general language due to the lack of objective evidence.¹⁰ She found that the teachers of such courses were divided in opinion, some favoring the course while others opposed it. The opponents gave as their reasons the fact that most children had already made their selection of a language before entering the course and that children prefer the work in the specific language rather than the general language course which they considered too similar to the course in social studies. A variety of factors were mentioned as interfering with the prognostic values of the general language course as follows: (1) the novelty of the first language, and the greater ease in acquiring the second, (2) variations in the personal appeal of teachers, (3) the influence of parents and friends, and (4) the inclination of foreign language teachers to put over their own favorite language "either consciously or unconsciously".¹¹

In 1940, Dean and Wall made an investigation of whether tenth grade pupils who had studied foreign languages for three years showed any differences in achievement as compared with pupils who, otherwise following the same course,

¹⁰ Helen M. Eddy, op. cit., p. 59.

¹¹ Ibid., p. 60.

had studied no foreign languages.¹² Their report indicated that pupils who had studied Latin and French had a consistent advantage over those who took business practice, both in marks and in averages of all marks.

In 1939, Arndt reported the results of an experimental program in foreign language as presented in the Evanston Township High School at Evanston, Illinois. As objectives of the course he mentioned: (1) an equal amount of time devoted to the study of Latin, French, German, and Spanish, (2) making as many contacts as possible with the history and customs of the Roman, French, German, and Spanish peoples through the works in English of biography, fiction, art, music, pictures, et cetera, (3) providing the pupils with an opportunity of trying out each language before selecting the language for later study, and (4) the test of the ability and aptitudes of the pupil for linguistic work.¹³

He found that the distribution of the seventy-four who had studied general language during the preceding year was as follows: twenty-three registered for French, thirty for German, eleven for Spanish, four for Latin, and six did not continue the study of a foreign language.¹⁴ He

¹² Mildred Dean and Bernice Wall, "The Value of Foreign Language Study for Tenth Grade Pupils," School and Society, LI (June 1, 1940), 717-20.

¹³ C. O. Arndt, "Experimental Program in Foreign Language," Curriculum Journal, X (March, 1939), 126-27.

¹⁴ Ibid., p. 127.

further stated that the pupils were beginning to "see the potentialities of vitalized foreign language study."

Current Practices in

Junior High School Latin

Of the twelve courses of study reporting on junior high school Latin,¹⁵ ten outline courses in which the work is that of the regular first year in the senior high school, the difference being that the work is started in the eighth grade (sometimes in the seventh), giving from three to four semesters to the preparation preceding the reading of the classical author in the tenth grade. In some instances the second semester of the eighth grade is devoted to the reading of such Latin as Fabulae Faciles or Reed's Julia.

Courses in exploratory Latin are given in the Junior High Schools of Indianapolis, Indiana, and in Syracuse, New York. The course given in Indianapolis is an introductory language course in Latin and French given during the fall semester with approximately nine weeks for each language. The course in Latin consists of four units presented as follows:

1. The Land and Its People, a study of geography and famous personages of Rome with reports on early Roman life.
2. The Origin of the Latin Language and Its Use Today,

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Appendix, p. 246.

giving an introduction to the story of Aeneas and the founding of Rome, the Latin as the language of the Middle Ages, the early Latin Grammar Schools of the United States of America, and its use in modern American life.

3. The Value of a Knowledge of Latin to the Individual, a brief history of its contribution to the English language, the need of it in the professions and sciences and its contribution to culture.
4. The Latin Language, in which simple Latin terms of greeting and words suitable for Latin conversation are introduced.¹⁶

The course given in Syracuse is called "Exploring Latin" and is presented in three units as follows:¹⁷

1. Exploratory Foreign Language, which introduces the study of the development of language and peculiarities as to the use of certain letters of the alphabet, the study of the alphabet with comparative work on the Greek, Roman, English, and German alphabets, followed by the study of words that have a similarity in the various languages.
2. The Origin and Development of the English Language, in which the study of words borrowed from various languages is introduced.
3. Good Taste in Language, in which the pupil makes a study of the refined use of English and of the use of modern slang.

This course is largely presented by the activity method with reports on collateral reading in English, games such as those used in the study of the alphabet, and visits to museums followed by reports on things pertaining to primitive life and early American life.

¹⁶ Course of Study in Introductory Language for the Junior High School Division of the Secondary Schools, Grade 8, pp.1-7. Indianapolis, Indiana: Board of School Commissioners, 1934.

¹⁷ Outline of Course Based on "Exploring Latin," pp.1-6. Syracuse, New York: Board of Education, September, 1935.

The information from the inquiry blanks reveals that the predominant practice is that of following a first-year text and allowing three or four semesters for the course, then passing the pupils to the regular tenth-year class in Latin. This type of course is offered in fifty-three schools, ten of which also offer a general language course or an exploratory course lasting several weeks. Twenty-one school systems report that neither general language nor Latin is given in the junior high school, while four cities report that such courses were formerly given but discontinued because of unsatisfactory results. The junior high schools of Cleveland, Ohio, and Cumberland, Maryland, follow the Cleveland Plan, which is the direct method in modified form. These schools allow three semesters for covering the work regularly given in the first-year Latin of the senior high school.

Summary

The early investigations of practices followed in the junior high school language work announced as the best procedure the giving of survey courses as a test of ability and interest of pupils before making a choice for subsequent language study. Kaulfers advised an exploratory course for guidance with a real experience in the foreign language.

The courses given in junior high school are chiefly of three types as follows:

1. The actual first-year work in the language as given in

the senior high school, allowing three or four semesters for the completion of the work and then passing the pupils on to the reading of the classical authors.

2. A general language course giving a background study of language and its evolution, sometimes followed by actual experience in the foreign language.

3. Exploratory courses in foreign language, allowing from five to seven weeks of actual experience in each language.

The study of investigations and current practices in junior high school language courses point to the following facts:

1. That successful courses are being given in general or exploratory language with certain prognostic values such as testing the pupil's ability in foreign language and his aptitude for such work.

2. That the success of such courses is often hindered by the influence of parents, friends, and teachers who are over-zealous in selling their own favorite language.

3. That there is evidence of a trend toward teaching the foreign language as outlined for the first-year of the senior high school, beginning it in the eighth grade (sometimes in the seventh) and allowing three or even four semesters for the work, then passing the pupils on to the reading of the classical authors.

The latter practice has some very evident difficulties such as the adjustment of pupils from the junior high

school with those of the tenth-grade class. Another difficulty is the loss of prognostic values and consequent loss of time on the part of some pupils who find not interest in foreign language study.

CHAPTER IX

TEXTBOOKS IN LATIN

Following a discussion of the textbooks used in the early teaching of Latin, this study will consist of a survey of the newer texts in Latin, especially those published during the decade, 1930 to 1940. The texts will be reviewed in the light of the objectives listed for the study of Latin to discover whether they furnish materials for the attainment of such objectives.

The problem of the textbook is one very closely related to that of the courses of study in Latin, since in many of the school systems there is no written or printed course of study and the selection of the textbook largely determines the course to be followed. This fact is especially true with reference to many of the smaller school systems. In answer to an inquiry form, a superintendent of one of the larger school systems wrote that a course of study was considered unnecessary, since the newer textbooks in Latin were so completely satisfactory as guides in the teaching of the subject. The change in textbooks has been especially marked in that period extending from the days of the Boston Latin School, when the study was so imperative, to the present era when the study is elective and every effort must be made to make the subject attractive.

The Early Latin Texts

One of the first texts placed in the hands of the pupil beginning the study of Latin in the days of the Boston Latin School was the Accidence, an elementary work in Latin which the pupil was compelled to memorize and repeat to the master with the promise of a severe beating in case of failure.¹ Another text was Ward's Latin Grammar which was also memorized from cover to cover, a burdensome task for the lad of seven years,² when one considers that the pages of these books were a hopeless mass of inflections, definitions, and rules of syntax, all in Latin, with no pictures or any effort to make the work attractive.

A later text, Adam's Latin Grammar, introduced an innovation by giving the rules of syntax in English and an effort to show a relationship between English and Latin usages of grammar. Some improvements listed were:³

Rules for the Right Pronunciation of the Latin Language;
a Metrical Key to the odes of Horace;
a List of Latin Authors, arranged according to the different Ages of Roman Literature;
Tables showing the Value of the various Coins, Weights and Measures, used among the Romans.

After the pupil had memorized the Latin Grammar and had

¹ Catalogue of the Boston Latin School, p. 27. Boston: Boston Latin School Association, 1886.

² Ibid., p. 36.

³ Jacob's Latin Reader: First Part, with a Vocabulary and English Notes, p. 261. Stereotyped Edition. Boston: Hilliard, Gray and Company, 1835.

proven his ability to repeat it to the master, he was given a Latin reader, such as Erasmus' Colloquia. This reader, just as the Latin Grammar, was a textbook without illustrations, consisting of selections from the various Latin authors, especially the historians.

A later reader which was very popular as late as 1826 was Jacob's Latin Reader.⁴ The beginning lessons of this text are simple sentences illustrative of the uses of the various parts of speech, then of case uses, and of the verb formations. The lessons of the second part consist of paragraphs of fairly easy Latin, the theme of which is taken from Aesop's Fables, the lessons progressing through gradual degrees of difficulty. The later parts of the Reader are devoted to stories based on mythology, anecdotes of eminent persons of the ancient world, outlines of Roman history, the geography and nations of antiquity, with notes in English and a rather complete vocabulary, features which were not provided for in the earlier texts. While there were some features which are mentioned as desirable in the Latin reader of today such as stories with an appeal to the interest, illustrated grammar usages, and graded degrees of difficulty, this text would seem most gloomy as compared with the modern Latin reader.

Early Texts in the Classical Authors

The textbooks for the reading of the classical authors

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Jacob's Latin Reader, op. cit., pp. 1-259.

gave an abundance of reading materials, as for instance, a text in Vergil, published in the early nineteenth century, gave all of the books of the Aeneid, as well as the Bucolics and the Georgics. The author indicated that his objective in the writing of this text was to take a "middle course between the opposite extremes of affording too little, and too much assistance to the student."⁵ The notes are more copious than in some of the earlier texts and an effort was made to show the varied opinions of commentators in regard to certain passages where the phrasing or forms had been a matter of disagreement. Rather limited contributions in English were given on the subject of Vergil's life, on the characteristics of the Bucolics and Georgics, and an introduction to the Aeneid. An interesting feature of this text is found in the list of questions, usually a page or so, which is presented at the close of each book of the Aeneid, as well as of the Bucolics and Georgics. These questions are not unlike those offered in readers today for the purpose of inspiring Latin conversation.

In the latter part of the nineteenth century and the early part of the twentieth, the tendency was to lessen the amount of reading materials offered. Many texts in Cicero and Vergil offered only the amounts required for College entrance - six Orations of Cicero and six books of the Aeneid.

The contributions for background were more abundant and there were helpful notes and an ample vocabulary, an item that was lacking in the earlier texts. During this same period there was a definite trend toward the simplification of the Latin grammar and toward some consideration of the pupil. Textbooks with a section of notes in English and helpful vocabularies were the order of the day. Toward the latter part of the century a few pictures began to find their way into the text. In this same period there were hints as to the advisability of inserting passages of "easy and interesting Latin" into the first-year textbook⁶ and such lessons were introduced in the textbook for the first time by Harkness in his Easy Latin Method.

The objectives of the beginner's Latin book were soon mentioned as the four aims:⁷

1. To make the Latin language seem alive.
2. To make the first year's study of value for general culture.
3. To minimize the difficulties of beginning Latin.
4. To prepare thoroughly for the second year's work.

These same aims are even yet repeated in the preface of a modern textbook.⁸ The study of derivations was suggested in the texts of this period and phrases of Latin

⁶ Dorrance S. White, "Humanizing the Teaching of Latin," Classical Journal, XXV (April, 1930), 5-18.

⁷ Ibid., p. 520.

⁸ Harold G. Thompson, Smith's First Year Latin, Revised, p. iii. Boston: Allyn and Bacon, 1936.

commonly used in English were often listed at the beginning of a lesson. Pictures of Roman gods and heroes, of buildings and places of interest in the city of Rome were gradually introduced. At this time (the early 1900's) almost the entire Latin grammar was included in the first-year text. Many a beginner of Latin learned forms and rules of syntax which he did not use until he read Cicero or Vergil.

As a result of numerous educational surveys there was a growing demand for improved textbooks. The Classical Investigation announced, in 1924, definite objectives for the study of Latin and content materials for their attainment. A veritable revolution in the plan and construction of the Latin textbooks followed. First-year books were revised to meet the recommendations of the Classical Investigation and numerous new texts were published. The emphasis was first directed to the texts for beginning Latin, then to the second-year Latin, and in the last decade many new third- and fourth-year books made their appearance.

The New Latin Textbooks

Ullman, in writing of the "tremendous change in textbooks,"⁹ states that most of the criticism directed toward teaching of Latin today is due to the fact that critics have

⁹ B. L. Ullman, "Latin As It is, Not As It Was," Education, LVII (April, 1937), 457.

not examined the newer texts and are prone to discuss the subject as presented in the books of former years. Schryver asserts that the prime objective is a reading knowledge¹⁰ of Latin and that the newer textbooks are constructed in such a way as to provide for this ability and for the lack of knowledge of fundamentals of English grammar which is found among high school pupils of the present era. He further states that the modern texts in Latin tend to eliminate waste motion, to simplify the objectives for the first two years of Latin, and to "scrap" every thing that does not lend itself to the attainment of these objectives.

Johnsonius stated that the aim of authors of Latin textbooks was to give Latin a value in itself rather than to claim for it objectives which are aimed at indirectly and rarely attained.¹¹

Textbooks and the Objectives

for the Study of Latin

The prefaces of most of the beginning Latin books announce that the materials included are based upon the recommendations of the Classical Investigation and that the

¹⁰ George O. Schryver, "Trends," High Points, XIX (September, 1937), 28.

¹¹ Alex Louis Johnsonius, "Trends in the Teaching of Latin as Revealed by an Analysis of Textbooks." Unpublished Master's thesis, University of Chicago, 1931.

chief objective is to lead to skill in reading Latin. All of the newer first-year books submit an unusually large number of selections of reading materials from which the teacher may choose such as are best adapted to the needs of each particular class. Some of these selections are to be translated formally, while others are offered for the purpose of training in the comprehension of Latin or for sight reading. Practically all of the selections to be used in the early part of the year are of rather easy "made" Latin. The passages taken from the Classical authors appear rather late in the beginner's work, the objective being to offer materials sufficiently difficult to keep the pupil from being bored, while on the other hand they are not so difficult as to discourage the beginner.

The selections for reading consist of stories of Greek and Roman mythology, anecdotes and fables relative to Roman private life, stories of heroism and courage taken from Roman and Greek history, traditions and events characteristic of the Romans, especially those portraying the traits of character considered most desirable by the true Roman citizen. Schryver points to the fact that teachers should make a "creditable contribution in character building" in the reading of the Roman heroes and heroines, such as Cincinnatus, Regulus, Horatius, and Scaevola, Lucretia and Cornelia, by calling attention to the "innumerable parallels between political and social situations" shown in such read-

ing and in the events of the modern era.¹²

The vocabulary presented in the newer textbooks is based upon standard lists, chosen with regard to the importance of the words in English as well as for later Latin. They number about five hundred words in accordance with the recommendation of the Classical Investigation.

The syntax and inflections are presented in such a manner as to bring about an understanding of both Latin and English grammar. Only such grammar is presented as is necessary for the study of the selections offered in the reading materials of the first year. A large amount of the inflections and syntax, formerly presented in the first-year Latin book, is now presented in the second-year book in accord with the Classical Investigation. As the new forms and construction of syntax are presented, reading lessons and exercises for conversation are given in which their use is treated functionally. Ample exercises for drill and summary reviews are presented frequently.

The work in prose composition is presented sometimes in detached sentences and more often in a simple paragraph of connected thought to be translated into Latin, the objective of the illustration of certain uses of syntax always in evidence. Oral exercises are presented in many of the new textbooks for the benefit of those teachers who wish

¹² George O. Schryver, op. cit., p. 28.

to use a modified direct-method approach. A textbook written for such a method of presentation is published under the title, "The Living Language," in which the authors emphasize the fact that "Latin lives today" in English and in modern languages.¹³ The work is presented in dialogue form as far as possible. With each lesson a list of questions is presented which will help to introduce oral conversation, in which necessary syntax or inflections are presented functionally. Another text for first-year Latin, in which the language is taught through the direct-method approach, is The Road to Latin, in which pictures relative to Roman life are made the basis of the dialogue or oral conversation. The authors state that the object of this text is to present "a golden mean between the old and formal method of teaching grammar and the new and apparently haphazard method, recently developed, of teaching reading."¹⁴

The newer textbooks are rich in materials which are to demonstrate the relation existing between Latin and English. As the new Latin words are presented in the vocabulary list, their related English words are introduced along with them, e.g., carrus, car, or cart; many books give fre-

¹³ Wilbert Lester Carr and George Depue Hadzits, The Living Language, p. iii. Boston: D.C. Heath and Company, 1933.

¹⁴ Helen M. Chesnutt, Martha W. Olivenbaum, and Nellie P. Rosebaugh, The Road to Latin, p. iii. Philadelphia: The John C. Winston Company, 1932.

quent lessons or suggestions as to the effect of suffixes and prefixes in both Latin and English. Interesting stories of such borrowed words as campus, stadium, referendum, and et cetera are often given. Studies of Latin words as an aid to correct spelling in English are suggested.

Provision is made for the attainment of an historical and cultural background - an objective advised in the Classical Investigation. Selections for reading in the Latin offer stories that will acquaint the pupil with the private and public life of the Romans, with their heroic deeds, traditions, and legends. Many textbooks have occasional articles in English introducing notes on the life and customs of the Romans, while others give references to English writings which are based on Roman traditions, thus pointing out the influence of this ancient life and literature upon that of the English people.

Another method of emphasis upon this objective is through the pictures used so abundantly in the newer texts. Many of the books present scenes of Roman public and private life in beautifully tinted illustrations which add much to the interest of the high school pupil. Some of the textbooks are especially effective in the choice of illustrations that will appeal to the modern student, through the pictures of scenes of games, races, home and school life of the Roman boy.

One of the first features noted in the new texts is the

highly colored and attractive bindings, which naturally appeal to the pupil. A splendid quality of paper is used in the books with clear-cut and highly readable print.

The contributions in English on such subjects as, reasons for studying Latin, the value of Latin, how English has been influenced by Latin, and how to study Latin are of especial value to the teacher as well as to the pupil. Many of the textbooks give valuable and helpful hints to teachers throughout the work as to the presentation of the materials offered, the supplementary work in notebook construction, and topics for outside reading with references for them. Latin songs such as Adeste Fidelis, Sancta Nox, and America, translated into Latin, are included in many textbooks.

An innovation in the publication of high school Latin textbooks is the series or companion books, such as The Language, Literature and Life Series, in which Latin Book One, Latin Book Two, and Latin Book Three are written as companion texts. The advantage of such a series of books lies in the fact that at least one of the authors is connected with the writing of all of the books, the same method of presentation is used throughout, and the same terminology is found in all of the textbooks. Another interesting series is that of The Living Language which consists of a Latin Book for Beginners, A Second Latin Book, Third Year Latin, and Latin Poetry. A new two-book series is that of Latin

and the Romans, of which Book One is the only one completed.¹⁵

All of these books are especially attractive in their physical appearance; the pictures, many of them highly colored, are most attractive, dealing with the Roman house and its furnishings, the life of the Roman youth at home and in school, Roman amusements, industry and business, government, and religion.

An advantage found in the newer second-year Latin textbooks is the fact that all of the materials of instruction are included in the one book, the reading materials, the lessons for prose composition, the summary of inflections and syntax, and a vocabulary. Not so many years ago the second year pupil was compelled to own a Latin reader, a grammar and a prose composition text. The modern textbook offers a review of the work of the first year covering the vocabulary, inflections, and uses of syntax, this being accomplished functionally through the reading of easy, connected Latin stories. The additional inflections and constructions of syntax are presented and used as needed, and only such as are necessary for the comprehension of the reading materials of second year Latin.

The selections for reading at the beginning of the year are simple and easily read stories of the private life of the Romans, followed by the stories of Ulysses, and the Argonauts, these stories being slightly more difficult.

Selections from the campaigns of Caesar are given for the second half of the year in sufficient quantity to allow the teacher to choose readings which are best adapted to the needs and interests of the class and yet meet the requirements of the College Entrance Examination Board. The reading materials are presented in the textbooks as the result of especial attention of the authors to the attainment of objectives; (1) skill in reading Latin with ease, and (2) the attainment of a cultural background. Berry and Lee state that their choice of materials was made with a view to their adaptation "to the interest and capacity of high school pupils, and of a character to develop the progressive power to read Latin."¹⁵

In addition to the selection for reading mentioned above, there are stories of Roman myths which appeal to human interest and are related to modern life. Some textbooks contain selections from other Roman authors which will afford glimpses into the public and private life of the Romans, as, Cato's Recipe for Cheese Cake; the story of a courageous wife and mother as told in a letter of Pliny, the Younger; the story of Hannibal as written by Nepos, as well as some of the easier poems of Martial and Horace.¹⁶ Readings are

¹⁵ Lillian Gay Berry and Josephine L. Lee, Latin-Second Year, p. vii. New York: Silver, Burdett and Company, 1930.

¹⁶ Ibid., pp. 143, 145, 146, 151.

also found in the Second Latin Book from such authors as Apuleius, Ovid, Livy, and Mediaeval Latin authors.¹⁷ Such a selection of readings gives a taste of the works of Roman literature to that pupil who finds it impossible to continue the study of Latin after the second year, while on the other hand it may offer attraction for the continued study of the subject.

All of the second-year books offer suggestions for the study of word formation and derivations; in some of the books there are interesting stories in English, giving the history of English words which have been borrowed from the Latin. Some of the texts give suggestions for the construction of derivation or word study workbooks, while others have an accompanying workbook published for such a purpose.

Many interesting essays in English are scattered through the second-year textbooks on such topics as Roman Engineering Accomplishments, the Civilization of the Gauls, and the Influence of Rome on Present Day Thought, all written with the objective of showing the relation existing between the ancient and modern world and the influence of the ancient civilization over that of the present day.

A feature that will captivate the interest of the boys and girls is the use of interesting titles for pictures and reading selections. These titles have a modern appeal such

¹⁷W.L. Carr, G.D. Hadzits, and H. E. Wedeck, The Living Language, A Second Latin Book. New York: D.C. Heath and Company, 1934. Pp. xvi / 639.

as Caesar Rewards an Ex-Service Man, The Roman Beauties and Their Problem of Permanent Waves, and the Dancing Suffragettes. Such headings tend to attract the student to the further reading of the Latin.

The Third-and Fourth-Year Textbooks

The third- and fourth-year Latin books offer the same attractive appearance as those just discussed with a much greater abundance of reading materials than is required for college entrance, thus offering ample opportunity for selection of reading matter. This fact has a decided advantage over the books used in the early part of this century when only six Orationes of Cicero, and as a rule only six books of the Aeneid of Vergil for fourth year reading were presented, so giving no choice in selections to be read. The new third-year book usually offers at least two of the Orationes against Catiline, the Oration for Archias and either the Plundering of Syracuse, or the Manilian Law, along with selections from Sallust and Ovid. One textbook offers selections from Pliny, Gellius, Petronius, Seneca, Macrobius, and Quintilian in addition to Cicero, thus giving the pupil quite an introduction to Roman literature.¹⁸

The reading materials of the fourth year usually consist of selections from all twelve of the books of the Aeneid of Vergil, and in addition, selections from the

¹⁸B.L. Ullman, N.E. Henry, and Dorrance S. White, Third Latin Book. New York: The Macmillan Company, 1930. Pp. xiii / 105.

Metamorphoses of Ovid, and poems of Catullus, Martial, and Horace, chosen in such abundance as to offer the teacher the opportunity of selecting materials of reading according to needs and taste. Many of the passages are presented and annotated for sight reading, while others are to be used for drill in comprehension of the language.

The reading selections in many of the books are divided into short sections with captivating headings, the tale of Pyramus and Thisbe being introduced by the title, A Substitute for a Telephone, while the heading, The First Aviator, introduces the story of Daedalus.¹⁹ Other titles of modern tone, such as, The Abuse of the Secret Ballot, Television, and Roman Geometry are found in a Third Latin Book,²⁰ while such titles as, A Scotch Invitation, The English Cockney's Forerunner, The Doctor Turned Undertaker, and The Classic Dandy will have a tendency to cause the pupil to read these poems of Catullus and Martial in Fourth Year Latin.²¹

As in the textbooks for the first and second years of Latin, the books for the third and fourth years are made

¹⁹ Harry F. Scott, Annabel Horn, and John F. Gummere, Latin Book Three, p. 253. Chicago: Scott, Foresman and Company, 1939.

²⁰ B. L. Ullman, N. E. Henry, and Dorrance S. White, op. cit., pp. 48, 71, 83, 379, 391.

²¹ Lois Carlisle and Davida Richardson, Fourth Year Latin, pp. 375, 386, 394, 397. Boston: Allyn and Bacon, 1933.

more interesting by the abundance of illustrations, those of the third year being concerned usually with topics relative to Roman government, while the pictures in the books of the fourth year are taken from ancient sources relative to Roman and Greek mythology. One textbook offers along with the pictures of ancient sources many later masterpieces for the purpose of showing "the continuous influence of the classics upon art as well as upon literature."²²

Most of the textbooks for this period of work offer a summary of inflections and syntax in the appendix, thus affording the pupil an easily accessible source for reference. Only such syntax is presented as is necessary for the reading of the selections offered.

For drill in vocabulary, these books furnish word lists, selected from those prescribed by the College Entrance Examination Board, or the Lodge list, presenting about five hundred words for each year in accord with the recommendation offered in the Classical Investigation.

There are many interesting articles in English in these texts which assist in giving a cultural and historical background as well as demonstrating the influence of Rome upon the modern world. The articles in the third-year books deal for the most part with questions relative to the government of Rome in the time of Cicero, and emphasis is placed

²² Lois Carlisle and Davida Richardson, op. cit., p. iii.

upon such matters as are constantly facing American life such as graft, foreign relations, et cetera. Many interesting details of public and private Roman life are brought out in connection with the reading of Cicero's letters.

The English contributions presented in the books of the fourth year deal with such topics as the life and times of Vergil, the facts of government which led to the writing of the Aeneid and the Bucolics, and discussions of Latin poetry in its relation to modern literature.

Lists of books and stories for collateral readings are found in the late books as well as famous quotations. In some of the texts, sample objective tests are presented to guide teachers in the use of the various types of tests for the different objectives. Sample tests are listed for word study, syntax, background material, vocabulary, comprehension, quotations, and art and literature.²³

A textbook more recently published for use in either the third or fourth year presents six books of the Aeneid, with numerous selections from various Latin poets.²⁴ This textbook offers relief for the vocabulary burden by giving a marginal vocabulary and presenting helpful notes at the

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Carlisle and Richardson, op. cit., p. 497.

²⁴ Wilbert Lester Carr and Harry E. Wedeck, Latin Poetry. Boston: D.C. Heath and Company, 1940. Pp. ~~ix-7~~ 414.

bottom of the page. Questions on comprehension are listed through the readings, many of which might be used as a basis for Latin conversation.

An interesting and helpful feature of this book is found in the presentation of work units which provide a great amount of teaching material relative to "vocabulary drills, word study, metrical reading, cultural content and background, references and allusions covering a wide field of literature, figures of speech, and poetic syntax."²⁵

Summary

The study of Latin textbooks reveals that there has been a tremendous change in their construction during the decades, 1920 to 1940, or since the Classical Investigation. They were revised and many new ones were written to meet the objectives listed for the study of Latin. The findings of this review of textbooks for Latin may be listed as follows:

The chief objective of the study of Latin is the ability to read and comprehend Latin; it is provided for in the texts through the presentation of much easy connected Latin at the beginning with a gradual increase in difficulty throughout the course. Passages of interesting Latin are provided with questions for testing comprehension.

Vocabulary, inflections, and syntax are presented as needed and in a functional manner.

²⁵ Carr and Weddeck, op. cit., p. iv.

All textbooks present a large amount of reading materials, thus offering the teacher an opportunity of selection according to needs and interests of the class. Numerous passages are offered for sight reading and comprehension.

There is abundant opportunity for the attainment of an historical and cultural background through interesting stories in Latin, contributions on Roman life and customs written in English, and by the use of illustrations which portray interesting details of the ancient civilization.

The texts are rich in materials which demonstrate the relationship existing between English and Latin through vocabulary studies, word building, and stories of words borrowed from the Latin. Studies of word relationship between the modern foreign languages and Latin are also suggested.

Textbooks for the second-, third-, and fourth-year Latin present much more reading material than is required, thus offering a discriminating selection as adapted to the class and its needs. The materials are selected from various authors, giving the pupil an opportunity of a broader acquaintance with Latin literature.

Teachers have an opportunity of impressing lessons on character building when reading such selections as the stories of Cincinnatus, Horatius, Cornelia, and others which are offered in the new texts.

Reading materials for all four years are made attractive

through the use of topics or headings of a modern tone, showing a relationship between the old and modern civilization. Interesting political questions and studies in government are suggested with the reading of Cicero, impressing upon the mind of the pupil the fact that the ancients had many problems similar to those of the modern world.

The appreciation of literature is motivated in the fourth-year texts by offering parallels in literature, both ancient and modern, and showing the influence of the Aeneid upon modern works.

The textbooks of the 1930's provide a wealth of material for making Latin interesting and practical. They are most helpful to the beginning teacher through the numerous suggestions as to methods of presenting materials.

CHAPTER X

LATIN ACTIVITY PROGRAMS

There are many interesting activities sponsored directly and indirectly by the Latin department which will be reviewed in this part of the study. These activities are promoted with definite objectives in view, but are not a part of the regular recitation work. Some of the activities are planned and arranged by the Latin department, while others are the work of an organization generally known as the Latin Club. The general purpose of such programs is to increase interest in the subject among those pupils who are enrolled in the department, to follow up certain phases of the work which are too remote to be included in the actual recitation, and to solicit the attention of pupils not enrolled in the department to the value of the Latin work.

The Latin Club

The Latin Club is an organization of those pupils who belong to the Latin department. In some schools all pupils taking Latin from the junior high school to the fourth-year class of the senior high school belong to one club, while in other schools where the enrollment is much greater, there is a club for each year of the work.

Of the seventy-six school systems which answered the inquiry blank relative to the subject of Latin clubs fifty-

four reported active club work, while twenty-two had no such organization. Teachers who reported thriving clubs seem to consider this organization as one of the most successful ways of attaining many of the ultimate objectives of Latin.

In the report where no club work was indicated six teachers gave as the reason, the fact that their pupils were already too busy with social duties and other activities, while two teachers reported that the teachers themselves are overworked and could not find time or have the energy for the additional work. A rural system gave as the reason for no club organization the fact that the pupils were compelled to leave school by bus at an appointed time, but this fact is met in other systems by giving over one recitation every two or three weeks to the club organization and thus following up certain objectives in a social manner. Such an arrangement is reported as most satisfactory, although it is suggested that pupils take more interest in the work if at times it is rather far removed from the recitation room.

The Organization of the Club

The Latin Club is usually organized along the lines of the Roman government, thus giving a splendid opportunity for the study of the Roman ideas of government; the teacher, as adviser, places suitable references before the committee in charge of writing the constitution. The sections of the

constitution are listed as follows: DeNomine, De Magistratibus, De Sodalibus, De Conciliis, De Vectigalibus, De Officiis, and DeInsigniSodalitatis.¹

The name selected for the club is usually one of significance in relation with Rome or Roman affairs. "Civitas Romana" is the name adopted by a club in Little Rock, Arkansas; "Gens Togata" is a club in Boise, Idaho; "S.P.Q.R." (Senatus Populusque Romanus), and "Societas Olympenorum" being other typical names.

The officers of the club are usually typical of the Roman government - consuls, scriba, aediles, praetors, and censor. Their duties are listed in harmony with those of the Roman officials, the consuls being the chief administrative officers, the scriba the secretary, and the praetors are in charge of making the programs. Social duties of the club are assigned to the aediles.

Elections are held in Roman fashion either annually or each semester. The consuls are elected from the senior class or, in some instances, one consul from the senior and one from the junior class. Los Angeles reports a club which holds an election each semester and, at the inauguration ceremonies, the junior high school pupils are invited guests.

The most frequently mentioned aim of the Latin club

¹ "Constitution for the Latin Club," Classical Journal, XXXI (March, 1936), 388, 89.

is the effort to urge continuance in higher Latin and to interest other pupils in the subject of Latin.² Keys defined the aim of the Latin club as "education entertainingly planned."³ Other purposes named are: to gain a more thorough knowledge of Roman life and customs, to acquaint pupils with Roman life in general,⁴ to furnish social life to the Latin pupils and cause them to know each other better, and to make pupils see a side of the Romans that is not brought out in class.⁵ Wheeling, West Virginia, considers the Latin club as the clearing house for the department with the teacher acting as the "Supreme Court."

Each club decides its time and place of meeting. Some clubs meet at the regular recitation time and necessarily at the school building, this being true of most junior high school clubs. Other clubs meet for business at the class rooms and hold their social meetings at the homes of pupils, with the especially planned programs, such as dramas, at the school auditorium. White states that the meetings held at the homes of students are far more satisfactory than those

² Phoenix, Arizona; Hartford, Connecticut; and Boise, Idaho.

³ Minnie Keys, "The Modern Classical Club," Classical Journal, XXVII (June, 1932), 659.

⁴ Tucson, Arizona.

⁵ Hughes High School, Cincinnati, Ohio.

held in the school building "amid too familiar scenes, where everything smells of chalk-dust and sweeping-compound."⁶

The frequency of meetings varies. Twenty-eight schools report monthly meetings, eighteen have meetings twice a month, others meet three times each semester, and five report weekly meetings. In almost all reports from schools whose clubs meet weekly, the work is indicated as burdensome to both teachers and pupils. It would, therefore, seem the better policy to have one good program each month than to present hastily planned programs more frequently.

Activities of the Latin Clubs

The program of activities is usually made up at the beginning of the year for the entire term with the activities or projects following some special trend of thought. This feature of the work calls for the utmost tact on the part of the teacher, in that while she exercises the guiding hand, she must make the pupils feel that the responsibility is all theirs. One of the most important outcomes of the club work is the development of responsibility on the part of the pupils. Many helpful aids for planning programs are to be had at the present time.⁷

⁶ Dorrance S. White, The Teaching of Latin, p. 193. Chicago: Scott, Foresman and Company, 1941.

⁷ Lillian B. Lawler, The Latin Club. Fifth Edition, Bulletin XII. New York: American Classical League Service Bureau, 1941. Pp. vi / 65.

Various themes are reported for the year's work, such as, the value of Latin in today's world, the celebration of birthdays of famous Romans bringing about a more intimate knowledge of their lives and work, the study of the stars with Latin implications, Roman customs, and mythology. The prevailing custom is to plan some serious programs and one special meeting given over to the dramatization of such a Latin play as *Pyramus and Thisbe*, or some phase of the *Aeneid*. Other pupils of the school are usually invited guests, as well as parents.

Many schools follow the custom of celebrating an annual Roman banquet with characteristic Roman foods. Parents are often invited guests. One teacher has found it a good custom to have at least one game at each program "to loosen up their risibilities." Los Angeles reports an interesting and successful program known as "the Treasure Hunt", in which the clues are all written in Latin, while Long Beach, California gives an account of the celebration of a Roman wedding, which brought about an extensive program of reading from the Latin.

Many clubs celebrate the special festivals such as Halloween with a study of Roman auguries, omens and superstitions, followed with the story or presentation of ghost scene from the Mostellaria of Plautus. The celebration of the Saturnalia is generally practiced at the Christmas season.

Some of the clubs raise money and award prizes for outstanding work in Latin. The club at Milwaukee awards a scholarship of fifty dollars for excellence in sight reading, while Lansing, Michigan, reports an annual award of Eta Sigma Phi medals to the best student in Latin. Other clubs make annual gifts to their school, thus creating a museum of Latin showing models of the Roman forum, private Roman house, or other typical buildings of Rome.

Advantages and Disadvantages of the Club

The closer contact gained between teacher and pupils through the club work is one of the first advantages named, for in this way latent abilities such as leadership and originality in dramatic and artistic work are often brought to the attention of the teacher. Keys stated that the Latin club could do much to prove that Latin is not a dead language,⁸ since through club activities the pupils themselves learn to point out the relations existing between that language and modern life. Another advantage named by Keys and many teachers in the replies to the inquiry blanks was that the club did much to bring increased interest into the daily recitation.

In her discussion of the Latin club, Lawler noted that such work might easily bring too great a demand on the time of the weaker pupil. Another disadvantage was the fact that

⁸Minnie Keys, op. cit., p. 659.

sometimes the club may degenerate into a "purely social organization."⁹ These problems are such as any well trained and tactful teacher may change into channels of advantage. Through cooperation with the class officers the programs may be planned so that the superior pupils may carry the heavier responsibilities, and that the socially minded may have work in other channels.

Other Activities

In cities where there are a number of high schools, the Latin clubs often meet in an annual celebration, a banquet such as the Latin Tournament Banquet in Dallas, Texas, or in a dramatic performance put on by one club while the others are guests. In Cincinnati, Ohio, the students of the various high schools have organized a club of fourth-year Latin pupils, known as the "Aeneadae". This club meets in a central location and each school is held responsible for one program.

Several states conduct an annual Latin contest, in which the Latin clubs vie with each other for scholarships or other rewards. The Latin clubs of Dallas, Houston, and other cities of Texas report much interest in connection with their state contest. The State of Indiana reports a state wide contest in which eighty-six students from

⁹ Lillian B. Lawler, The Latin Club, p. 7. New York: The Service Bureau for Classical Teachers, 1941.

fifty-six Indiana schools met at Indiana University for the finals. These students were the survivors of the preliminary county and district contests to which two hundred and seventy schools in eighty-one counties had sent nine hundred and four contestants.¹⁰ Other states report such contests and all indicate such valuable results as; the arousal of interest in the study of Latin, integration of teaching programs, and effectiveness of instruction achieved through the cooperation of the teachers of Latin throughout the state.

Many Latin clubs publish a Latin newspaper, in which the contributions are written in both Latin and English, this being one way of interesting pupils in the art of writing in Latin. The contributions consist of some serious articles in connection with the Latin work and much space is given over to jests and fun typical of the high school paper. The Lux Classensis¹¹ has a decidedly modern touch in its column, My Day by Mrs. Julius Caesar.¹² Two sports-minded lads wrote in Latin the story of a world series baseball game in Cincinnati as a contribution to their Latin

¹⁰ "The State High School Latin Contest," Indiana University News Letter, XXVII, No. 10 (October, 1939), 6.

¹¹ Gloria Sherwood, "My Day by Mrs. Julius Caesar," Lux Classensis, XV (Idus Apriles, MCMXL), 10.

¹² Appendix, p. 271.

newspaper.¹³ Such work as the edition of a paper calls for a very tactful supervision on the part of the Latin teacher, but reports from Latin departments having such activities indicate that the increased interest in the department pays for the added responsibility.

Summary

Much additional interest and enjoyment are gained for the work in Latin through the organization of the Latin clubs which combine mental training with enjoyable social activity. Such activities offer opportunity for adjustment of individual differences, for here the superior pupil may find additional duties as well as an outlet for his talents. Latent abilities are often brought to light through the work of Latin clubs and teachers have the opportunity of discovering ability in leadership, dramatic, and artistic skill.

Through their programs the clubs aid in the attainment of many of the ultimate objectives for the study of Latin, especially the historical and cultural background.

The work of editing the Latin newspaper increases the interest in the writing of Latin and attracts the attention of those not enrolled in the department.

¹³ Bob Gilmore and Bob Fortune, "Latin World Series Broadcast by Moderns," The Gargoyle, (November 14, 1939), 1. Appendix, pp. 272 - 273.

The state wide contests in Latin bring together large numbers of pupils interested in the subject, as well as teachers, giving opportunity for comparison of methods and conferences as their pupils vie with each other in their knowledge of the language.

While such activities demand much attention and energy on the part of the teacher, reports indicate that the increased interest in the work is a pleasant reward.

CHAPTER XI

FINDINGS AND CONCLUSIONS

The purpose of this study was to determine trends in the teaching of Latin during the decade, 1930 to 1940. The findings were based on an investigation of courses of study in Latin published during the period under discussion, replies to an inquiry blank which was sent to the larger cities in each state, published articles having a bearing on the subject, and a limited amount of visitation and conference with Latin teachers. Forty-two courses of study were obtained and eighty-one persons replied to the inquiry blank..

The courses of study were reviewed and studied in the light of the recommendations submitted in the report of the Classical Investigation in 1924. These recommendations were based upon a long period of experimental study and controlled testing.

Statistical studies indicate that percentages quoted often lead to a misunderstanding in regard to registration of pupils in Latin. Total high school enrollment was greatly increased because of compulsory education laws, but registration in foreign languages was not increased accordingly. Therefore when percentages of total registration are quoted, a false impression is often given. Registration in Latin has decreased, but not to the extent that is often indicated. In 1910, when fifty per cent of the high school enrollment were taking Latin, the actual registration for

the subject was 362,548, while in 1934 the percentage is quoted as sixteen and there were 725,142 pupils registered for Latin.

Many experimental studies have been made in regard to difference in ability between Latin and non-Latin pupils. While at times results point to varying degrees of superiority on the part of Latin pupils, the question is still unsettled, since it is not determined whether superiority was due to the study of Latin, or to the fact that pupils of a higher type select the study.

Earlier investigations of specific phases of the study of Latin such as trends in content, methods, and textbooks point to an improvement in the high school Latin course due to the Classical Investigation.

The newer courses of study offer objectives to be gained by the study of Latin, content materials, and methods for best results. Many courses outline certain lessons and illustrate procedures for the attainment of listed outcomes. Lessons in word building, derivatives, use of prefixes and suffixes, and reading for historical and cultural background are frequently illustrated. Lists of books for reading in English are presented and many courses of study, offering materials that are rich in traditions of culture of ancient civilizations.

The data indicate that there is general accord with the recommendation of the Classical Investigation in regard to the primary immediate objective, "the progressive develop-

ment of the power to read and comprehend Latin," with the mastery of vocabulary, inflections, and syntax as a secondary objective necessary to the attainment of the primary objective.

In many instances the ultimate objectives are quoted directly from the report of the Classical Investigation, while others list the same objectives but assign them to a different ranking in importance. The ultimate objectives given as most important are "the increased ability to read, speak, and write English," "the increased understanding of those elements in English which are related to Latin," and "the development of an historical and cultural background." The other ultimate objectives are listed less frequently and show a wide difference of opinion as to rank of importance. These objectives are not sought separately and apart from each other but continuously and concurrently.

Requirements in content are reduced and much of the grammar materials formerly given in the first year is postponed, thus giving more time to the period of orientation and to activities directed to the attainment of the ultimate objectives. Recommendations for reading indicate that easy "made" Latin is introduced as early as possible in the course with a gradual increase in difficulty. Training in comprehension is cultivated through the use of content questions based on passages of Latin which are not formally translated. During the orientation period there is much

conversation in Latin. Games and contests are used for drill in vocabulary, inflections, and syntax.

Interest in the subject is created through word studies, word building, stories of Roman life and relations existing between Latin and English, and between ancient and modern civilizations.

Reading materials for the second, third, and fourth years, while largely based on the works of Caesar, Cicero, and Vergil, are enriched by selections from various Latin authors. Such selections are made according to interest of pupils and with care as to degree of difficulty.

Writing in Latin is practiced in the first three years as a matter of emphasis in the use of vocabulary, inflections, and syntax. It is suggested for the fourth year in only a very limited number of courses.

Reading in English for historical and cultural background is encouraged through definite assignments in harmony with interests of the pupil. In some school systems an award of honor is offered for extra reading in English, this reading being approved by the teacher in charge.

Textbooks, written and revised to meet the recommendations of the Classical Investigation, are most helpful in suggestions for the presentation of materials. There are helps for conversational Latin, content questions for testing comprehension, interesting word studies, stories of English words borrowed from Latin, and interesting

articles in English which not only interest the pupil in the study but have a tendency to engage him in a further reading in Latin itself. The textbooks are constructed in such a manner as to appeal readily to the interest of the pupil through bright and cheerful bindings, splendid paper and a highly readable print, and illustrations, many of them in color, with titles of modern tone quickly attracting the eye of the high school pupil.

An evidence of weakness was shown in regard to the subject of evaluation. Only twelve of forty-two courses of study mentioned it. Suggestions in these courses were much improved over old methods of testing, since they offer illustrations of good objective tests. Standard tests are suggested for comparison of attainments.

Sample tests submitted by various schools show that the newer types of tests are generally used in first- and second-year work. The objectives which are most frequently tested are the immediate, primary and secondary, and the ultimate dealing with relations between English and Latin, derivations, word studies, and historical background. Tests of the third- and fourth-year Latin are more generally of the old style with translation and questions on syntax.

It was shown in the replies to the inquiry blank that the matter of evaluation is left to the individual teacher in most school systems. This might be a correct procedure

for the small system, but in the large school system there is obviously a definite need for supervision in this phase of the work, or at least for cooperation of all teachers of the subject in an effort to bring about a program of evaluation by which all pupils in the same grade of work may be judged on a more equal basis.

Many of the junior high schools are abandoning the course known as general language and are following a good first-year Latin textbook, allowing three or even four semesters for completion of the normal first-year course. Pupils are then passed directly to the second year of the senior high school. These same school systems offer first-year Latin in the first year of the senior high school. Fifty-three schools report this type of program, ten of which also offer a course in exploratory or introductory language. Twenty-one schools report no foreign language of any type in the junior high school and four discontinued such courses because of unsatisfactory results.

The practice of giving the regular first-year work in the seventh or eighth grade brings hardship to the pupil, since the prognostic value of the general or exploratory course is sacrificed and the adjustment of the younger pupil with the older pupils of second year high school is very difficult. The best policy would seem to be the presentation of an exploratory course in as impartial a

manner as possible and then passing the pupil on to the work of his choice with pupils of his own age.

Successful courses in general or exploratory language are given which have some prognostic value. However, the success of such courses is often hindered by the advice of parents or friends who urge or oppose a language on the basis of their own choice; teachers who are over-zealous in behalf of their own favorite language often work in opposition to a successful exploratory course.

The activity programs of different schools vary. Some schools make a practice of giving a Roman banquet annually, the climax of a study of Roman life and customs. Other schools give an original drama following the study of the fourth book of the Aeneid of Vergil. These activities are sponsored either by the department itself or, as is more often the custom, by an organization of Latin pupils known as the Latin Club. The general purpose of the club is the presentation of such educational features as are not normally presented in the recitation, combined with social activities. The Latin club is a close approach to the socialized recitation.

There is general agreement as to the value obtained through the work of the Latin club by way of creating interest in the subject, not only among the students enrolled in the study, but also among those who are not so enrolled. Another beneficial result is the development of responsibility on

the part of the pupils. They are made the real leaders responsible for the programs and activities of the club, the teacher playing the part of adviser, a part which calls for a great amount of tact, if best results are to be attained.

Another activity often sponsored by the Latin club is that of editing a Latin newspaper. The results named are: (1) development of responsibility, (2) increased interest in writing in Latin, and (3) advertisement of activities of the Latin department.

Many states report state-wide contests in which representatives of various schools assemble and vie with each other in contests based on a knowledge of Latin. The states report that such contests tend to arouse interest in the subject and that effectiveness of instruction is increased through cooperation of Latin teachers throughout the state.

A trend which indicates an increased efficiency on the part of teachers of Latin is their cooperation with teachers of other departments of high school. Such cooperation is shown with departments in English, history, civics, social science, art, and public speaking. The desire for cooperation between departments is certainly far better for the interests of the pupil than the jealousies which formerly existed. It indicates a healthy interest in a well-rounded development of the pupil.

The trend in the teaching of Latin as recommended today is definitely to emphasize the more practical values of the subject through aiming directly at the ultimate as well as the immediate objectives, through showing relations existing between that language and modern languages, through teaching the influence of ancient civilization over modern life, and thus enabling the pupil to interpret life today by means of the rich heritage of the past.

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Lansing, Michigan.

Carson City, Nevada.

New York City.

Syracuse, New York.

Harrisburg, Pennsylvania.

Pittsburgh, Pennsylvania.

Vermont State Course.

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Third Year Latin

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Scudder, J. W. Third Year Latin Composition. Boston: Allyn and Bacon, 1930. Pp. 192.

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Burton, H. E., and Gummere, R. M. Latin - Fourth Year. (Climax Series). New York: Silver, Burdett and Company, 1931. Pp. lv / 439 / 105.

Carlisle, Lois, and Richardson, Davida. Fourth Year Latin. Boston: Allyn and Bacon, 1932. Pp. xiii / 520 / 148.

Carr, W. L., and Wedeck, H. E. Latin Poetry. Boston: D. C. Heath and Company, 1940. Pp. ix / 414.

Greenough, J. B.; Kittredge, G. L.; and Jenkins, Thornton. Vergil and Other Latin Poets. Boston: Ginn and Company, 1930. Pp. 338 / 246 / 220.

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APPENDIX

CITIES REPLYING TO INQUIRY BLANKS

State and City	Number of High Schools	Number of Latin Teachers	Course of Study, Date.
<u>Alabama</u>			
Birmingham	5	10	Outline, each year
Montgomery	1 Sr., 3 Jr.	5	1939
<u>Arizona</u>			
Phoenix	3	12	1938
Tucson	1	2	1930
<u>Arkansas</u>			
Little Rock	1 Sr., 3 Jr.	6	1930
<u>California</u>			
Albany	1	1	1939
Long Beach	3	4	None
Los Angeles	42 Sr., 29 Jr.	68	None
San Leandro (Oakland Dist.)	8	24	1936
<u>Colorado</u>			
Denver	5	11	1928
Pueblo	2	5	In the Making
<u>Connecticut</u>			
Hartford	3	10	1938
<u>District of Columbia.</u>			
Washington	18	36	1936
<u>Florida</u>			
Miami	5	10	1935
Orlando	1 Sr., 2 Jr.	4	1935
<u>Georgia</u>			
Savannah	2	4	1937
<u>Idaho</u>			
Boise	1	2	1940
<u>Illinois</u>			
Decatur	1 Sr., 4 Jr.	6	None
Evanston	1	12	No date
Oak Park	1	8	Outline.
Peoria	3 Sr., 2 Jr.	7	1940

CITIES REPLYING TO INQUIRY BLANKS

State and City	Number of High Schools	Number of Latin Teachers	Course of Study, Date.
<u>Indiana</u>			
Evansville	3	4	None
Fort Wayne	3	9	1933
Gary	8	9	1939
Terre Haute	4	8	1938
<u>Iowa</u>			
Davenport	1	2	Outline.
Des Moines	4	12	None
Sioux City	3 Sr., 4 Jr.	9	1938
<u>Kentucky</u>			
Covington	1 Sr., 2 Jr.	5	None
Lexington	1	1-	1937
<u>Louisiana</u>			
Baton Rouge	5	4	Outline.
<u>Maine</u>			
Bangor	1 Sr., 2 Jr.	4	In the Making
<u>Maryland</u>			
Baltimore	9	19	1940
Cumberland	2	4	1933
<u>Massachusetts</u>			
Boston	19	57	1933
Cambridge	2	6	None
Worcester	4	14	1939
<u>Michigan</u>			
Battle Creek	1	1	1939
Flint	3	12	1932
Grand Rapids	5	10	None
Lansing	2 Sr., 3 Jr.	9	1934
Saginaw	2 Sr., 4 Jr.	6	1940
<u>Minnesota</u>			
Duluth	2 Sr., 5 Jr. 1 Jr.-Sr.	7	1932
Minneapolis	8	11	None
Winona	1	1	None
<u>Missouri</u>			
St. Joseph	3 Sr., 4 Jr.	8	None

CITIES REPLYING TO INQUIRY BLANKS

State and City	Number of High Schools	Number of Latin Teachers	Course of Study, Date.
<u>Nebraska</u>			
Lincoln	4 Sr., 2 Jr.	Not given	1938
Norfolk	1	1	1935
Omaha	5	Not given	None
<u>New Jersey</u>			
Newark	7 Sr., 5 Jr.	16	1938
Paterson	2	9	1940
Trenton	1 Sr., 4 Jr.	3 (Sr.)	1930
<u>New Mexico</u>			
Albuquerque	1 Sr., 3 Jr.	4	1939
<u>New York</u>			
Albany	4	Not given	1936
Rochester	11	Not given	1930
<u>North Carolina</u>			
Charlotte	1 Sr., 2 Jr.	3	1937
Winston-Salem	3	5	1938
<u>Ohio</u>			
Cincinnati	6		In revision
Cleveland	13	22	1938
Dayton	7 Sr., 5 Jr.	14	1934
Toledo	5 Sr., 2 Jr.	12	None
<u>Oklahoma</u>			
Oklahoma City	6	Not given	None
<u>Oregon</u>			
Salem	1 Sr., 2 Jr.	5	1939
<u>Pennsylvania</u>			
Butler	1	4	1933
Harrisburg	2 Sr., 2 Jr.	Not given	1930
Philadelphia	16 Sr., 26 Jr.	49	1935
Reading	1 Sr., 4 Jr.	6	In revision
<u>South Carolina</u>			
Charleston	2	Not given	None
<u>South Dakota</u>			
Sioux Falls	1	2	1932

CITIES REPLYING TO INQUIRY BLANKS

State and City	Number of High Schools	Number of Latin Teachers	Course of Study, Date.
<u>Texas</u>			
Austin	1 Sr., 2 Jr.	6	1939
Dallas	6 Sr., 4 Jr.	13	1938
Houston	7	17	1939
San Antonio	2	3	No date
Wichita Falls	1 Sr., 2 Jr.	3	None
<u>Vermont</u>			
Burlington	1	3	1940
<u>Virginia</u>			
Norfolk	1 Sr., 2 Jr.	8	1933
<u>Washington</u>			
Tacoma	2	5	1939
<u>West Virginia</u>			
Wheeling	3	6	1937
<u>Wisconsin</u>			
Milwaukee	13 Sr., 6 Jr.	29	1920
Racine	2	2	None
<u>Wyoming</u>			
Cheyenne	1	2	1928

An Inquiry Blank on Latin.

Name of Informant _____

Official Position _____

Name of High School _____

City _____ State _____

Number of High Schools in your city _____

Number of Latin teachers _____

Do you have a printed or written Course of Study in Latin _____

Year of its issue _____

I. Objectives.

- a. Does this Course of Study prescribe the objectives of the Latin course? _____
- b. If you do not have a printed or written course of study, who determines the objectives of the course? _____
- c. Are they the common objectives of all of the teachers of Latin in your school? _____ In your city? _____
- d. Will you please state below, the objectives of your course in Latin, giving as No. 1 the most important, as No. 2 the second in importance, and so on through your list of objectives.

II. Content.

- a. Does your course of study prescribe content to be used? _____
- b. If you do not have a printed or written course of study, who determines the amount and kind of content to be used? _____
- c. Or, is the content governed by the requirements of the College Entrance Board? _____

- d. Give a brief statement of the content used in your High School Latin.

III. Methods.

- a. Does your Course of Study prescribe methods? _____
b. If you do not have a printed or written course of study, who prescribes the methods to be used? _____
c. Are these methods used by all the teachers of Latin in the schools? _____ or, _____
d. Are teachers left to their own methods of procedure? _____
e. Will you please give a statement as to the methods followed in teaching Latin in your school system. _____

- f. Is emphasis given to the need of making Latin meet the demands of Secondary Education today? _____

- g. Name some of the ways in which you are meeting these demands, giving any new plans in a brief statement below.

- h. Do you use a Supplementary Workbook? _____ Give name of it, also publisher. _____

IV. Evaluation of Outcomes.

- a. Does your Course of Study prescribe methods of Evaluation of Outcomes? _____
- b. If no printed or written Course of Study, who determines the methods to be used in evaluating the outcomes? _____
- c. What are your methods of evaluating outcomes? Please give a statement below. _____

- d. Are the same methods used by all Latin teachers in your school? _____ or, _____
- e. Is the evaluation left to the individual teacher? _____
- f. What type of examination is used? _____
- g. Do you test (1) Ability to translate? _____ (2) Thought content? _____ (3) Relations existing between Latin and our life today? _____ Which do you rate as the most important? _____
- h. If possible, will you please send me a sample of your examination questions.

V. Correlations.

- a. Is there a continuous effort to show relations existing between Latin and other studies or interests of the pupil? _____
- b. Will you state briefly the correlations which you emphasize, and your methods of achieving this work.

VI. Latin Club Work.

- a. Do you have Latin Club meetings? _____ How often? _____
- b. Are these meetings held within school hours? _____ or, are they extra-curricular? _____
- c. If more than one High School in your city, do you have an inter-school Latin club? _____

d. Will you describe briefly the work of your club.

e. Do you have special activity work, other than club work, either as individual work, or as a group. Give some idea of the type or work done. _____

VII. Conferences of Latin Teachers.

- a. Are meetings of Latin teachers held regularly? _____
- b. How often? _____
- c. If more than one high school in your city, do you have conferences of all teachers of Latin in the city? _____
- d. How often? _____
- e. Will you please give a statement as to the nature of these conferences, giving topics discussed.

VIII. Textbooks.

- a. Please name the textbooks used in your Latin courses, giving basic texts, also any supplementary texts used.

IX. Junior High School.

- a. Do you have Latin in the Junior High School? _____
- b. If so, do you use a textbook, or is the work planned by the teacher? _____
- c. Name of textbook used. _____
- d. Is this work given under heading of General Language work, or as Latin itself. _____
- e. Give a brief statement as to the type of work done in Junior High School Latin, and as to your success in interesting the pupils in Senior High School Latin.

EXAMINATION LISTS SUBMITTED

State	City	Number of Lists	Year of Work
Alabama	Montgomery	9	2,3,4
Arizona	Phoenix	1	2
Arkansas	Little Rock	5	2,3
Connecticut	Hartford	1	4
Florida	Miami	2	1
Indiana	Evansville	2	1,2
Indiana	Gary	2	2
Kentucky	Covington	5	1,2
Louisiana	Baton Rouge	1	2
Maryland	Baltimore	3	1, 3,4
Massachusetts	Cambridge	1	1
Michigan	Flint	2	1,2
Michigan	Lansing	1	1
Michigan	Saginaw	5	1,2
Minnesota	Minneapolis	1	2
Nebraska	Norfolk	1	1
New Jersey	Paterson	4	1, 3,4
New York	Albany	2	2,3
New York	Rochester	3	1

EXAMINATION LISTS SUBMITTED

State	City	Number of Lists	Year of Work
Ohio	Dayton	2	1
Pennsylvania	Butler	2	1
Texas	Dallas	1	3
Texas	Houston	3	1,2
Texas	San Antonio	4	Suffixes Prefixes
Vermont	Burlington	4	1,2, 4

DEVICES FOR TEACHING
QUOTED FROM
VARIOUS COURSES OF STUDY

THE CONTRACT METHOD

The Block on Nouns.-- The following is a block of work on nouns for the C level:--¹

Unit I. First Declension.

What nouns belong to the first declension?

Learn case endings for nouns of the above group.

- (a) What endings are alike?
- (b) What letter do most endings contain?
- (c) What must you know about a noun to decline it?
- (d) Note that the "i" of "ia" words is retained even before the dative and ablative plural, "is". How are the different cases formed?

Learn the rule for gender of nouns of the first declension.

What peculiarities of declension have "dea" and "filia"?

Additional suggestions for B level:--

- 1. Learn the Nominative and the Genitive singular and the gender of five to ten nouns in lessons ____ to _____. (Teachers fill in the blanks to suit the assignment).
- 2. Decline three to five nouns.
- 3. Give a translation of one declension.
- 4. Identify the case endings in the Latin sentences on page ____.

For level A:--

- 1. Make a list of five to ten derivatives from nouns of the first declension.
- 2. Write five to ten sentences using these derivatives.
- 3. Express in Latin the nouns in the English sentences on page ____.

¹ Jessie Newby et al., High School Course of Study in Latin, p. 17. State of Oklahoma. Department of Education, 1930.

The Letter from Fabia

Fabia Americanis S. P. D.²

Si valetis valeo. Venite, Americani, ad Italiam. Pulchra et clara terra est Italia. Hic sol semper lucet. Caerulea est aqua et terra est herbacea. In aqua caerulea saepe sunt naviculae. Est scaena pulchra.

In patria mea sunt villae magnificae et casae parvae. In casa alba fortasse habitat agricola aut nauta. In ora maritima sunt multae et pulchrae villae. In villa Romana sunt camerae magnae et statuae marmoreae et picturae.

Sunt viae clarae in Italia antiqua. Mox fortasse eritis in Via Appia clara. In ea via est caupona Ursa Romana. Hic cenae sunt bonae sed vobis Latine dicere necesse est.

Mox venite. Lingua mea erit vestra. Non difficillima est lingua mea. Grata vobis erit patria mea.

Valete,

Fabia.

Outcomes of Letter Lesson

1. About sixty words.
2. Personal endings of Latin verbs.
3. How to pronounce the Latin.
4. About word and omission of the article in Latin.
5. To use nominative singular and plural of first declension.

² Foreign Language, pp. 96-97. Course of Study for Florida High Schools, Vol. II, Part V, Grades VII-XII. Tallahassee, Florida: State Department of Public Instruction, 1935.

The Preamble of the Constitution,

The following is the Preamble of the Constitution of the United States of America, written without the use of words of Latin derivation:-

"We, the men and women of this free land, that we may bind all together more closely, settle all things with fairness, insure happiness in the home, keep all from harm, foster the good of all, and get the freedom of happiness to ourselves and our children, do set apart and make this set of laws for this free land."³

Arrangement of Note Book

for

Junior High Schools

Part I. Roman or Greek People.

Section 1. Short references to Roman or Greek life and customs.

Section 2. Cartoons with Roman or Greek ideas.

Section 3. Paragraphs or longer articles on Roman or Greek life and history.

Section 4. Jokes involving Roman or Greek reference.

Section 5. Advertisements with Roman or Greek allusions.

³ Tentative Course of Study in Latin for Junior and Senior High Schools, p. 15. Kansas City, Missouri: Curriculum Department, 1929. Revised, 1934.

Section 6. Story or words, as "word studies," from daily papers and magazines.

Section 7. Roman or Greek, pictures.

Part II.

Section 1. Latin words and expressions met in every day life. (The pupil must include whole sentences, underlining Latin words).

Section 2. English words retaining their original Latin form and felt to be English. (Give whole sentence).

Section 3. English derivatives from Latin. (This to impress the extent to which English has borrowed from the Latin).⁴

⁴ Latin Junior High School, Grades 8 and 9, p.16.
Course of Study Monograph No. 5. Denver, Colorado: Public Schools, 1931.

Topics for Collateral Reading

First Year

I. Roman Private Life in the Home.⁵

- A. The household - family and slaves.
- B. Family names - praenomen, nomen, cognomen.
- C. Roman houses.
- D. Meals and food.
- E. Roman dress.
 - 1. Dress of men - toga. Official dress.
 - 2. Dress of women - stola, palla.
 - 3. Articles of adornment - rings, head dress, shoes, bracelets.
- F. Roman education - subjects, teachers, schools, and exercises.
- G. Writing and writing materials.
- H. Measure of time - day and night.
- I. Lack of present day conveniences.
- J. Sanctity and purity of home life.
 - 1. Obedience, and respect for elders.
 - 2. Simplicity and frugality.
 - 3. Pride of race and ancestry.

II. Roman Myths, Legends, and Early History.⁶

- A. Mythical heroes, - Perseus, Hercules, Jason Castor, and Pollux.
- B. Mythical Beings - Titans, Giants, Cyclopes, Centaurs, Satyrs, Fauns.
- C. Personalities depicting Roman qualities of character.
 - 1. Sternness of discipline - Torquatus, Cato the Elder.
 - 2. Courage - Horatius, Marcus Manlius.
 - 3. Fortitude - Scaevola.
 - 4. Sense of Justice - L. Junius Brutus.
 - 5. Pride of Achievement - Camillus, Aemilius Paullus, The Fabii, The Scipios.
 - 6. Honor - Regulus.
 - 7. Uprightness in private life - Lucretia.
 - 8. Modesty - Cornelia.
- D. Early Roman Struggles.
 - 1. The struggle for social and political equality.
 - 2. The struggle for empire - Samnite wars.
 - 3. The struggle for commercial supremacy - Punic Wars.

⁵Modern Foreign Languages and Latin, pp. 116-117. Grade Nine, Junior and Senior High Schools, Philadelphia: Board of Public Education, 1934.

⁶Ibid., p. 123.

- E. Macauley's "Lays of Ancient Rome."
- F. Famous men of the early years - Cincinnatus, Manlius, The Gracchi, Cato, Hannibal, Fabius, The Scipios.

For Grade 10 A

III. Roman Life Outside the Home.⁷

- A. Modes of travel (litters, chariots, ships).
- B. Shops and streets of the city.
- C. Books and public documents.
- D. Trades and professions.
- E. Visiting (sportula, salutatio).
- F. Weddings and funerals.
- G. Public functions and celebrations.
 - 1. Elections (comitia curiata, centuriata, tributa).
 - 2. Festivals (Floralia, Agonalia, Saturnalia, and Quirinalia).
 - 3. Games (Ludi Circenses, Scaenici, Gladiatorii).
- H. Meeting Places of the Public.
 - 1. The Forum.
 - 2. The Campus Martius.
 - 3. The Amphitheater.
 - 4. The Circus Maximus.
- I. Military Training.

For Grade 10 B⁸

IV. The Roman Military System, and Roman Conquests.

- A. The Roman military force (army and navy).
- B. Organization of the army (infantry and cavalry).
- C. Officers of the army (imperator, legatus, tribunus, centurio, praefectus, quaestor).
- D. The Roman soldier (term of service, pay, equipment, rewards).
- E. Military tactics, Arrangement of the army (acies and agmen).
- F. Implements of warfare (oppugnatio, obsidio).
- G. The Roman camp.
- H. Military honors (triumphus, corona, spolia, supplicatio).
- I. Roman Roads (Appia, Aurelia, Clodia, Flaminia, Ostiensis).
- J. Treatment of conquered people.

⁷ Philadelphia Course of Study, op. cit., p. 126.

⁸ Ibid., p. 131.

- K. Division of conquered territory.
- L. Geography of the Mediterranean basin.
- M. Growth of the Roman Empire.

Topics for Research Work
in Third Year Latin

Research work on topics of "Side Lights of Roman⁹ History," similar to that of modern times is advocated in the following subjects:-

1. Time of danger, special powers conferred on Congress.
2. Customs of the past furnished strong precedent.
3. Bankruptcy Law of ancient origin.
4. Business affected by war and fear of war.
5. War in Asia affected money conditions in Rome with resultant panics.
6. Difficulties on sea affected food prices.
7. Public officials feared public opinion.

Problems also modern in tone:-

1. Struggle between classes.
2. Government of dependencies.
3. Graft in government.
4. Foreign policies.
5. International hatreds.
6. Attitude toward foreigners.
7. Weaknesses of Senate.
8. Bonus for Soldiers.

⁹ Latin Third and Fourth Year for Senior High School, p. 75. Course of Study Monograph (Tentative Form). Little Rock, Arkansas: Public Schools, 1931.

9. Unemployment.
10. Capital punishment.
11. Corn laws, Dole.

Suggestions for Special Work
in Fourth Year Latin

Suggestions advised for special work in Fourth Year Latin, in which pupils are to follow at least one.¹⁰

1. Book of memory lines, attractively written or illustrated.
2. Two posters illustrative of two of Ovid's stories.
3. An original poem.
4. Report on outside reading in regard to Ovid.
5. At least thirty-five lines in Latin and English from one of the stories not read in class.
6. One of the stories treated in book form -
 - a. Synopsis of story.
 - b. Memory lines.
 - c. Moral truths portrayed.
 - d. References in English literature.
 - e. Illustrations.

¹⁰ Little Rock, Arkansas Course of Study, op. cit.,
p. 121.

MY DAY

by Mrs. Julius Caesar ¹¹

At 7:30 o'clock this morning I was fairly running to the Forum, where Caesar was carrying on another political battle. By noon the Forum was crowded with people and I made my way to the "Women's Club," where I was honored at a luncheon. I arrived just in time to be greeted by the president of the club, who was wearing an exquisite red stola. The luncheon, consisting of olive salad mixed with vinegar and mint, cold peacock and nuts, grapes and other fruits, was delicious. I gave a short talk to the women on "Life in the Forum" and was presented with a very beautiful and useful olive-crusher following my short talk.

Since today was market day, which is a holiday, Caesar and I attended a new theatrical entertainment. Although I'm not fond of tragic plays, I enjoyed this particular one immensely. After the play a group of Caesar's friends and I took a ride in our chariot.

Gloria Sherwood.

¹¹ Gloria Sherwood, "My Day," Lux Classensis,
15 (Idus Apriles, MCMXL), 10.

LATIN WORLD SERIES BROADCAST BY MODERNS

Ante sexaginta milia fanaticorum populorum, novum eboracum Yankees pugnaverunt Rufos Cincinnatos in primo ludo orbis terrarum seriei. Derringer iecit pro Rufis; Ruffing pro Yankeibus.

Pro Cincinnatis: Werberius ferit longam muscam ad "micantes digitos" Selkirkum. Freyus erat facilis victima, Gordon ad Dahlgrenem. Bonusvir vi magna ferit sed ferit nihil praeter aerem aut ut aiunt, in ventum vires effudit. Nullus cursus; nullus error.

Pro Novis Eboracis: Crosetti ad Myeros saliit, Rufus Rolfe ferit miserum ictum ad McCormickum. Kelleris callidus unus humi captus est ab Freyo, qui eum iecit. Nullus cursus; nullus ictus; nullus error.

(Tempore eius scripturae ludus non finitur).

Reliqua est historia.

The translation was given for those who did not read Latin, as follows:

Before sixty thousand rabid fans, the New York Yankees battled the Cincinnati Reds in the first game of the World series. Derringer pitched for the Reds; Ruffing for the Yankees.

For Cincinnati: Werber hit a long fly to "Twinkle-toes" Selkirk. Frey was an easy victim, Gordon to Dahlgren. Goodman struck with great force but hit nothing except the air, or, as they say, he fanned.

No runs; no hits; no errors.

For New York: Crosetti bounced to Myers. Red Rolfe hit a measley grounder to McCormick. Keller's hot grounder was captured by Frey, who threw him out. No runs; no hits; no errors.

(Game incomplete at Press Time).
The rest is history.

- by Bob Gilmore and Bob Portune.¹²

¹² Bob Gilmore and Bob Portune, "Latin World Series Broadcast by Moderns," The Gargoyle, (November 14, 1939), 1.