

AN EVALUATION OF THE THEORY, METHOD, AND CONTENT OF LATIN  
IN THE PUBLIC SCHOOLS FROM 1900 TO 1940

II.

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IN THE PUBLIC SCHOOLS FROM 1900 TO 1940**

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## CHAPTER I

### INTRODUCTION

#### Purpose of Study

During the past quarter of a century, the whole educational policy has undergone a radical change. Education, once regarded as a means of acquiring culture, has assumed an increasingly utilitarian aspect, and its efficacy is judged to a large extent by the degree to which it prepares a student to make a living. With this change in aim and objective, there has come a great change in the curriculum and in the manner of presenting subject matter in the schools. New subject matter has been introduced, and the old either eliminated or changed to meet the new conditions.

In no field of learning has there been a greater change than in that of the teaching of Latin. Once regarded as the foundation stone for cultural education, the new utilitarian viewpoint has placed Latin in a most difficult position. Since the language is no longer a medium of daily intercourse in any nation, the argument has been advanced that it is a dead language and should be discarded altogether. Materialists argue that the study of Latin can be of no benefit to the pupil; its place should be taken by some vocational subject with practical value. To meet this situation, Latin teachers, who recognize that there are utilitarian as well as cultural values in the language, have had to make changes in the methods of teaching and presentation of subject matter.

The purpose of this study is to make a survey of the changes that have been made in teaching Latin in the last forty years. Such a survey, it is felt, may present the matter in a more forceful light, and call attention anew to some of the inherent values of Latin not found in any other subject.

#### Method of Procedure

A survey of the changes made in the teaching of Latin within the last forty years necessitates a study of the traditional methods of teaching and the modern methods as well. The first step in the study, then, was a survey of the traditional Latin school. It was examined concerning its objectives, its philosophy of education, subject matter, and the manner of presentation of subject matter. As nearly as possible, a clear picture was presented of the traditional Latin school and its outstanding characteristics. In contrast, then, the modern Latin school is studied along similar lines. Much illustrative material illustrating present-day practices of teaching Latin in the school is included in this study. A comparison is then made of the theory, methods and contents of the traditional Latin school and the modern Latin school. Stress is placed, wherever possible, on the weaknesses and strength of the differing philosophies and methods. In conclusion a summary of the study was made and recommendations offered. An appendix lists supplementary material now in use by present-day teachers.

#### Source of Data

A wide area was covered in sources for materials for the study. For the traditional Latin school, authoritative education texts were

examined for the philosophy and objectives of that time. The same procedure was followed for the study of the modern school. In addition, the Service Bureau for Classical Teachers, Teachers College, New York, supplied a wide range of material. Authoritative publications were listed by this bureau. The Department of Interior, Bureau of Education, Washington, D. C., was also found to be a prolific source of pamphlets and bibliographies. Material used by the author in her work as Latin teacher in the public schools was introduced to show the methods and aims of present-day teaching.



## CHAPTER II

### TRADITIONAL LATIN CLASS OF 1900

#### Philosophy of Education Regarding the Latin Program

Searching criticism of the classics.--In the beginning the young Latin teacher must know something of the criticism through which classic studies have passed. Many friends of the classics have had their confidence shaken. Like many other high school subjects, the classic has been unduly criticized. However, there have been strong defenders who have rendered splendid service in the cause of sane education, and to them is due, in a large measure, the forceful defense which eventually resulted in a partial victory.

Promoters of educational fads.--The faddist has always been the most uncompromising foe of Latin and Greek. He has an idea which will revolutionize education, but foolish people will not accept it immediately, because they are busy with something else! If they would only turn from these dead languages and take his fad instead, the world would blossom as the rose!

Regular attendants at public educational conventions look for 'some new thing.' Just how these faddists and promoters of educational piffle invariably manage to secure the choice places on programs is rather hard to understand. They are always on hand, and they always turn their little guns on Latin and Greek. They say about the worst they know when they call these 'dead languages' and 'the fetish of foginess.' These men are seldom called to account. In fact, it is very rare that the friends of classical learning are given a place on these programs.

However, fads come and go, but Latin abides. Its very presence in a high school compels good standards of scholarship in other subjects and in this way possibly has helped to bring disaster to various fads. The best one can do is to counteract, in so far as possible, the temporary effect of such extremists.

Friends of newer subjects.--Too often those who urge the newer subjects on our schools seem to think they can secure a place only by removing Latin from the curriculum. This is not a fair proceeding.

Latin teachers and the friends of the classics generally are as firm friends of the newer subjects as are their most earnest promoters, in so far as they have proved themselves worthy of a place in the curriculum. Latin has sought no quarrel even with the most doubtful of the newer subjects. Latin teachers know that not every pupil can succeed in Latin study. Some minds are best adapted to strictly technical and manual effort and should be guided in that direction.

Friends of modern languages.—Some years ago, when the modern languages began to be taken seriously as fit subjects for the high schools, some controversy naturally arose between the defenders of the modern languages and the defenders of the classics, which were in a measure displaced in favor of the newer languages. This has practically disappeared, in so far as the teachers of these subjects are concerned. Now and then, however, someone brings to the front one of the long discarded arguments for displacing the classics with German and French, and for this reason these arguments must be examined.

The one most commonly used, and the least understood, is that of utility. "These young people should study German and French, for they may have a chance to use it in talking with the natives." To state an argument in this way is to expose futility. Perhaps they may, but most likely they will not have any need to talk with a native German or Frenchman. Suppose they do, then what? Must they study four years in order to be able to talk a little, and badly, with a native who gets keen amusement out of blunderers? Invariably such linguists must have recourse to their English to explain just what they are trying to say.<sup>1</sup>

Latin does require time, but the time is not wasted. Dewey said, "Education is growth," not a list of tables and schedules. Time is necessary, and it is the task of the educator to plan for the use of this time so as to secure the best results in trained efficiency.

For real education there is no hope short of hard and unremitting effort. The way to scholarship is rugged and steep. Any promise of culture that is not based upon hard work is a snare and delusion. There is no education that is worthwhile which does not demand patient, determined, ceaseless endeavor, coupled with a persistent concentration of all mental powers upon the task in hand.<sup>2</sup>

<sup>1</sup>J. B. Game, Teaching High School Latin, pp. 15-25.

<sup>2</sup>Ibid., pp. 25-34.

### General Objectives

The purpose of this chapter is to set up objectives as obtained from a careful analysis of the findings on traditional methods of presenting Latin in 1900.

For many centuries Latin has held an honored place in the schools of Europe and America, and during much of that time it has been one of three or four subjects whose material has been so organized that they could be used as effective educational instruments. Within the last half century a number of other subjects have been developed; that is, they have been found to possess a valuable content, about which has been grouped a literature sufficient for successful use in schools. Of late there have been a rather unfortunate, almost indefinite, number which have no certain content, no organized literature, and no record of achievement. Some of these proposed subjects may some day prove worthy of acceptance, but they should not be urged unduly. If they are to have a place, it should be a place of their own. They should not crowd out other subjects which have rendered effective service.

In the work of educating the people, every subject which can do a definite work and secure definite results should have its place. Where more than one is known to reach the same result, that one should have the preference which secures the immediate result sought and which has the largest margin in other related results.

Latin and mathematics have had more than a fair share of the criticism of those who would find something wrong with our educational system. This is especially true of Latin, because there seems to be a mistaken idea of what can fairly be expected of Latin in the schools. Now and then

an extremist seems to blame Latin for not doing all those things which are expected of all the high school subjects combined. In rare instances a warm defender of Latin takes credit for all that is accomplished.

The following are some of the general aims which seem worthwhile: to enrich the English vocabulary, both in addition of new words and particularly by a more perfect mastery and clear understanding of many of the words already in use; to develop an appreciation of word, phrase, and clause relations; to teach clearness and accuracy of expression, both oral and written; to develop habits and industry and application; to make the pupil an intelligent critic of his own oral and written speech and that of others; to lay a good foundation for the study of English and other modern languages; to read some of the great masterpieces; and "to give a wider view of life through familiarity with a great civilization remote from the present, both in time and place, in the cool calm air, noncontemporaneous events."<sup>3</sup>

#### Specific Objectives

Specifically Latin and Greek become effective as educational instruments in at least seven different ways:

1. By training in the essentials of scientific method: observation, comparison, generalization.
2. By making our own language intelligible and developing the power of expression.
3. By bringing the mind into contact with literature in elemental forms.

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<sup>3</sup>Ibid., pp. 10-15.

4. By giving insight into a basic civilization.
5. By cultivating the constructive imagination.
6. By clarifying moral ideals and stimulating to right conduct.
7. By furnishing means of recreation.

In his volume, Lectures on Language and Linguistic Method, Chapter 9, Professor Laurie, University of Edinburg, gives the following "reasons for teaching Latin."

**We teach Latin:**

1. Because as a formal and grammatical study it has peculiar advantages, and more than any other language (except Greek) gives discipline to intelligence, and the result of discipline, by way of intellectual power.
2. The student of Latin gives, more than any other language can do, a training in words--the relative values and the functions of words--and, consequently, training in the thought of things which words denote. The shades of meaning in vocabularies are brought into high relief.
3. The analysis and subsequent synthesis whereby we truly comprehend an English sentence, and which is a direct training of the processes of mind in knowing (in the scientific or any other field), are most effective as training when it is a foreign tongue that we are teaching; and, above all, when that tongue is Latin. This is because, in order to produce an English translation, a pupil is forced, whether he will or not, deliberately and of set purpose to consider the mutual relations of the parts of a complex sentence; and, secondly, because of the exactness and precision with which these logical relations are brought into prominence in a highly synthetic language. In this relation, Latin is better than Greek, because there is less deviation in it from a normal type. There is breadth, strength, and simplicity about the grammar.
4. The working out of a translation from a foreign tongue is further a training of the imagination, which has to bring itself into play in order to unite into a whole, in their true signification, the parts of a sentence. Latin in a special sense gives this training because of its remoteness. The imagination, moreover, is checked and kept within the wholesome bounds of truthfulness by comparing the results achieved with the original.
5. Latin is to a very large extent our own tongue. In studying Latin, therefore, we are studying our own tongue in its sources, and getting all the discipline and nutrition of mind which flows from the study of the origin and history of words. Latin enables us to revivify our own tongue for ourselves. Nay, we are studying our own language in much of its syntactical mould also, as may be seen by

reading our early prose writers, and even those of the eighteenth century.

6. It follows from the preceding reason that in studying Latin we are brought face to face with modern conceptions as to moral duties, social relations, and legal obligations in their origins, and that we thus undergo a kind of unconscious philosophical training suited to the as yet immature mind, and moulding its conceptions from the foundation. Dr. W. T. Harris, Education Commissioner for the United States, says, 'one may say that of a hundred boys, who have studied Latin at all, the fifty with the smattering of Latin would possess some slight impulse towards analyzing the legal and political view of human life, and surpass the other fifty in that direction. Placed on a distant frontier with a task of building a new civilization, the fifty with a smattering of Latin would furnish the law-makers and political rulers, legislators, and builders of state.'

This may be an exaggeration, but there is an element of truth in it. In any case, Latin is not a dead language. Its influence is still living in our own tongue, our thought, our feeling, our institutions, our law, our religion, our polity. A language does not cease to live because it ceases to be spoken.

7. In studying Latin we are taking possession of the key of the Roman language, shortening the time needed for acquiring those by at least one-half.

8. The study of Latin introduces the pupil in its later stages to a conscious discernment of art in language--the artistic and beautiful in expression and this to a degree which no modern tongue can do, because, first, of its chaste severity of form, and, secondly, because being so far removed from our own time, we can look at it as fresh and alien object. Thus by contrast our implicit feelings regarding literary form in our own tongue are brought into explicit consciousness--raised in short, from vague feeling into knowledge.

9. The study of Latin, especially in its later stages, when it is accomplished by the study of the life, art, and literature of Rome, has a remarkable influence on the tone of thought and character. It has influence by connecting us in a living way with what seems, but truly is not, a dead past, and thereby expanding our intellectual and moral sympathies so as to embrace that past as part of our own life. It makes us members of a human society. Modern contemporary language and life are too near to our own to have this cultivation influence to the same extent, and do not teach us to see things in a true perspective; they may be said to broaden our lives, but they do not lengthen them. Neither the Hindu nor the Chinese language and life would serve, because they are not our past. The ancient life, by thus stimulating the historical imagination and carrying it out of the present, tends to give balance of mind, checks socialism of opinion and crudeness of judgment based on a narrow induction of things which, as being close at hand, are apt to assume undue importance. The true humanity of the growing boy is thus deepened and strengthened.<sup>4</sup>

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<sup>4</sup>Ibid., pp. 52-55.

Mr. Charles R. Williams, editor of the Indianapolis News, in an address before the Michigan Schoolmasters Club, speaking on "The Study of Latin and Greek as a Training for Practical Affairs," gave the following summary of results:

For a man that seeks to be a leader in the practical life of the world the study of humanities, of Greek and Latin, is to be recommended and urged, therefore, because of the thorough understanding and mastery of English that it gives; because of the discipline of the intellectual powers it affords, in determining the precise meaning an author's discourse; because of the knowledge gained of the sources of our own language, our own institutions, and our own culture; because of the cultivation of taste that comes thereby for all that is high and fine in literature and art; because of the wider vision it gives to the spirit of men, and because it deepens one's sense of the continuity of culture, of the solidarity of the race, of our debt to the past, and so of our obligation in the future.<sup>5</sup>

The following table is a tabulation of results found in the study made by Mr. Williams, who maintains that Latin is very necessary in the training of practical affairs.

TABLE 1

SUMMARY OF RESULTS OF LATIN STUDY FOUND  
BY MR. WILLIAMS<sup>6</sup>

Group 1	Group 2	Group 3	Group 4
1. Enrichment of English vocabulary. New words are added, and their exact meanings and values, together with those of familiar words, are understood.	1. An insight into Roman civilization, its laws, customs, religion and ordinary life, with a consequent appreciation of our indebtedness to the past.	1. Habits of industry and intense application.	1. Under the heading may be included that larger service rendered by Latin in education and in life, which is touched upon in these statements.

<sup>5</sup>Ibid., p. 6.

<sup>6</sup>Ibid., p. 7.

TABLE 1--Continued

Group 1	Group 2	Group 3	Group 4
<p>2. Accurate knowledge of the English sentence. Its analysis and synthesis, with appreciation of word, phrase, and clause relations, become fixed in mind.</p> <p>3. The foundation is laid for modern language study, in particular the Roman.</p>	<p>2. Contact with the world's great past and with one of the world's great literatures.</p>	<p>2. Clearness of accuracy of thought and expression and intelligent criticism of oral and written speech.</p> <p>3. Development of literary taste and of interest in art and literature.</p> <p>4. Mental discipline and the consequent development of intellectual power.</p>	

#### Subject Matter and Content

Selecting the text.—The very best text available should be placed in the hands of those who are beginning Latin. This is the year in which large numbers who start Latin fail so utterly to do anything with it that they do not even see how it can be of value to others who may succeed with it. Facing this serious task, young teachers may prefer to use the text which they themselves studied in high school.

Whoever selects the text, whether teacher or school board, the following considerations should largely determine the choice.



1. The text should be thoroughly systematic. There should be a definite plan in the text, and it should be developed consistently. A large number of texts have not been logically planned out.

2. A full year's work should be definitely planned out. The texts prepared by Collar and Daniell, some years ago, held to about 75 lessons, and apparently fixed for others which came after them the number of lessons for first-year Latin texts. Just why this number was decided upon, or why it has been so generally followed, is difficult to explain, and even more difficult to establish as pedagogically sound.

The texts are understood to contain a year's work, divided into 75 "lessons." By most teachers a "lesson" is understood to be a day's task. However, some divide it differently.

As this material is given, each lesson usually has a few declensions, or parts of a conjugation, then a vocabulary, then a few rules of syntax, with explanations; after this from ten to twenty-five Latin-into-English sentences.

3. There should be abundant provisions for reviews and written tests.

4. There should be a provision to enable the brighter students to do more than the minimum requirements.

5. The text should be interesting. Most of the texts are dull and heavy from the first to the last page. Many start with Caesar, stay with Caesar, and end with Caesar. Pupils are "Caesared" day in and day out, for a whole year. In order to learn Latin pupils must study, but they will work joyfully and gladly over something that is of human interest, whereas they grow weary of persistent drudgery.

6. The vocabulary should contain as many English source words as possible. It is usual to insist that the words be from Caesar. If he used them a few hundred times, they are counted royal. The only weakness found in Caesar is that the English source words are few. Pupils like kinship words. A combination of about 500 simple words from Caesar and 500 of apparent kinship to English derivatives would make a vocabulary that ought to satisfy everybody.

7. There should be suggestions for teachers Many Latin teachers have had no experience, and the editor either should have had the training and experience which enable him to make suggestions that will strengthen the teacher's hand and help in presenting the material effectively.<sup>7</sup>

In selecting a text for second year Latin, the first question to decide is whether the class shall go directly to Caesar or spend some time on simpler Latin and go to Caesar.

1. If the class is ready for Caesar, a whole year can be spent on his Gallie Wars with profit, as there is nothing better for training pupils in the forms and simpler instructions.

2. Classes are not often ready for Caesar at the opening of the second year. Caesar is more difficult Latin than its place in the course of study would indicate.

For nine out of ten classes, it is best to begin with some simple Latin and review the forms and simple construction of the first year.

Selections from modern Latin will make the work more interesting. Eutropius, Nepos, and others can be adapted for this purpose.

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<sup>7</sup>Ibid., pp. 57-73.

The third year Latin class is generally expected to read six or seven orations of Cicero, including those against Catiline, for Archias, and that on Manilian law orations, for these reasons: (1) It opens up a most interesting period of Roman history, as compared with the rather tame laudation of Pompey. (2) It is the last of his orations we have and one of his greatest. (3) The Manilian law is long and tedious, and pupils do not find it as interesting as the Philippics.

The fourth year Latin usually consists of six books of Virgil's Aeneid, or their equivalent. This amount of reading is generally considered excessive, and there is a strong probability that it will be considerably reduced within a short time. The class should read as much as possible.

During the year, each pupil should read some one of the books on mythology, such as Guerber's or Gayler's, and Church's Story of the Carthaginians.

Each year a yearly theme should be written on a subject particularly adapted to the year's work.<sup>8</sup>

#### Method of Presentation

Teachers of Latin have not generally urged upon the school authorities their need of classroom equipment, and consequently this has received little attention. The Latin teacher, like the science teacher, must press his needs upon the attention of the school board.

The method of presenting the content varies with the teacher and the equipment available.

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<sup>8</sup>Ibid., pp. 73-95.

For the first month the teacher should look over the next day's task with the class. Any unusually difficult words or construction should be explained beforehand.

The class recitation.---1. As the class assembles, it is not a bad plan to have some Latin song or hymn or memory verse with which to take up the first minute or so. If the pupils are weak in forms, they might repeat together the declension of some noun or the conjugation of some verb.

2. Questions on the previous day's work should be called for.

3. Read the review lesson, that is, the lesson of the previous day. If the pupil called on hesitates, pass on to someone else, as this ought to be done accurately and freely.

4. Read the day's lesson. Call on someone or two to read the lesson through rapidly---read, not pronounce. Ask for criticisms. After all questions are cleared up, the teacher might read and then have all the members of the class read together.

5. Call on the members one by one, after some system, for translation. Constant repetition will do no harm.

6. The teacher should give a few minutes to forms and constructions. Go over the lesson line by line, looking for forms which may not be understood at all. Call for the declension of a word, the principal parts of a verb, or a tense, now and then, generally using the whole class.

In making sure that your classes are thoroughly familiar with the forms and simpler constructions, you cannot do better than to assign

old-fashioned parsing as a part of the day's task for a month or so, preferably during the latter part of the year.<sup>9</sup>

If the class is large enough, or if the material from other sources is available, you will get good results from a play based on reading of Virgil.<sup>10</sup>

Students are always pleased when some part of the day's lesson touches upon things in which they are ordinarily interested. You can make use of this characteristic by keeping a copy of the Latin New Testament on your desk, as it will be a means of awakening many a boy and turning to good account an hour that started off without promise.

Latin hymns may be used in a similar way. A Latin song is very effective, and a class can usually be interested by the first suggestion of such a song.

The suggestions contained in this chapter do not include all the essentials of the teaching of Latin, but general and specific aims in Latin have been carefully studied. The next chapter will be devoted to the modern trends in the teaching of Latin, giving especial attention to objectives, content, and procedure.

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<sup>9</sup>Ibid., pp. 95-100.

<sup>10</sup>Ibid., pp. 101-105.

## CHAPTER III

### LATIN CLASS OF THE MODERN SCHOOL

#### Underlying Philosophy

The modern curriculum recognizes educational values, not only in the academic experiences at school, but also in all the experiences in which students engage both in school and, through school direction, at home. As an approach to the great cultures of the past from which have developed the intellectual, philosophical, religious, legal, and to a degree scientific, phases of our western civilization, the study of the classics is indispensable. This is especially true when the teaching of these subjects coupled with history, is directed toward introducing the student to the actual life experiences of the ancient peoples, as well as to their literatures, and to the great national and world trends of thought and action which have resulted in the civilization of the present.

It is granted that many subjects in the curricula of our schools today can be made more attractive and more useful than they have been in the past or at present, and we are in complete accord with educators who are honestly seeking more efficient means of educating the youth of America. Our concern is aroused, however, by men and women, with influence in the educational world who seem to err in their judgment concerning that which has proved fundamentally good pedagogy according to the best testimony of the past.

### Objectives

The present chapter is devoted mainly to the fundamental questions of aims or objectives and to the content and method of presentation.

The indispensable primary immediate objective in the study of Latin is progressive development of ability to read and understand Latin. In the attainment of this primary immediate objective several secondary objectives are involved, such as the ability to pronounce Latin, sufficient knowledge of Latin vocabulary, syntax, and forms, and the ability to translate Latin into English and English into Latin.

Instrumental and application objectives.—1. Ability to read new Latin after the study of the language in school or college has ceased.

2. Increased ability to understand Latin words, phrases, abbreviations, and increased accuracy in their use.

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

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

4. Increased ability to read English with correct understanding. The fullest development of this ability is of fundamental importance for every boy and girl. Increased ability to read English is obviously dependent in part upon growth in English vocabulary.

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

Since language is an instrument not only for expression of thought but also of thinking itself, improved efficiency in the use of the mother

tongue for these two interdependent functions is of unquestionable value to every pupil. Because of the synthetic character of the Latin language as contrasted with English and modern foreign languages and because of the relatively remote aspect of the ideas expressed in material read in Latin when compared with those involved in the every-day activities with which English is commonly associated, we believe that the process of translating Latin into adequate English provides a peculiarly valuable instrument for developing the power of thinking and of expressing thought "by increasing the extent of vocabulary, by rendering vocabulary more precise and accurate as an intellectual instrument, and by aiding the development of the habit of interrelating words so as to facilitate consecutive thinking and consecutive thought."<sup>1</sup>

One important element in an increased ability to speak and write effective English is the possession of an enlarged and refined vocabulary. The contribution which the study of Latin may make to a knowledge of English words derived from Latin has already been mentioned.

6. Increased ability to spell English words of Latin derivation.

The universal value of this ability is unquestioned. The Lawler study, based on an analysis of 982,800 spellings made by seventh, eighth, and ninth grade pupils, shows that of the 2,977 different words in the list chosen, 49% are of Latin origin, and approximately 70% of the misspellings occurring two or more times in Latin-derived words are remediable through the study of Latin.

7. Increased knowledge of the principles of English grammar and

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<sup>1</sup>A. J. Inglis, Principles of Secondary Education, pp. 472-473.



consequently increased ability to speak and write grammatically correct English.

The high value of the ability to speak and write grammatically correct English is not questioned, but it is often questioned whether this ability is dependant upon knowledge of the principles of English grammar. The Kirby study, based on the results of the Kirby English Grammar Test, shows that the coefficient of correlation between ability to choose the correct grammatical form and ability to choose the grammatical principle involved is .65.

8. Increased ability to learn technical and semi-technical terms of Latin origin employed in other school studies and in professions and vocations.

The Scheck study<sup>2</sup> shows that of 10,435 pupils who entered high school in 1914, 1915, 1916, and 1917 and began the study of Latin, 22% studied physical geography during their high school course, 30% general science, 33% chemistry, 38% physics, 50% biology, 98% mathematics, 6% general history, 81% ancient history, 30% medieval history, 35% modern history, and 27% various commercial subjects.

The Pressey study<sup>3</sup> of the vocabularies of commonly used high school textbooks in mathematics, the sciences, history, and language shows that of the words presumably unfamiliar, over 50% are of Latin origin.

The objective was regarded as valid for the secondary course as a whole by 81% of the teachers who answered the general questionnaire.

2C. C. Scheck, "The Validity of Certain Objectives in the Teaching of Latin," The Classical Investigation, p. 51.

3L. C. Pressey, The Vocabularies of High School Subjects, p. 280.

Of those teachers who indicated in the general questionnaire that they regarded this objective as valid, 44% considered that satisfactory results were being secured in their own schools.

9. Increased ability to learn other foreign languages.

The Scheck study<sup>4</sup> shows that of 10,435 pupils who entered high school in 1914, 1915, 1916, and 1917 and began the study of Latin, 42% studied French, 13% Spanish, and 26% German during their high school course. Other available data indicate that the great decrease in the study of German during the war was accompanied by a corresponding increase in the study of French and Spanish.

Disciplinary objectives.—The factors involved in experiments and measurements dealing with disciplinary objectives are so numerous and so complicated that in the present state of development of experimental technique it was found impossible to secure the cooperation necessary to carry out conclusive scientific studies in this field within the time limits set for investigation. Accordingly, objectives have been limited mainly to an analysis of opinions secured from recognized authorities in the fields of education and psychology and from experienced teachers of Latin. Use has also been made of the results of other investigations in this field.

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

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<sup>4</sup>Scheck, op. cit., p. 52.

It is obvious that the development of these mental traits is not the province of Latin alone, but should be sought in every subject in the curriculum. This fact, however, does not absolve teachers of Latin from the responsibility of so organizing content and method of the Latin course that the study of Latin shall make its greatest possible contribution to the attainment of this common objective.

If these mental traits can be developed through the study of Latin and if their spread to other institutions and experiences can be effected, then, the importance of this objective for all pupils who are studying Latin is evident. Practically all the psychologists who contributed to the symposium on disciplinary objectives in the study of Latin expressed the opinion that these traits, if developed in the study of Latin, are subject to spread. This indicates a very marked change in the opinion of psychologists during the last forty years. The majority of these psychologists expressed the opinion that the transfer of these mental traits to other fields is automatic only to a slight extent, if at all. Practically all of the sixty-two psychologists, including those who believe that there is some automatic transfer, are agreed that the extent and amount of this transfer can be increased in proportion to the extent to which favorable conditions as to method are provided. Of these over seventy per cent expressed the view that conscious generalization is essential or desirable. This means that to guarantee a considerable transfer the common element to be transferred must be brought specifically to the pupil's attention and generalized into a principle, and to the application of the principle to other fields made clear. The standard set for the preparation of the regular Latin work should then be set up as an end worth striving for, not only in Latin, but in all subjects. "The real problem of transfer is a problem of so organizing the method of training that it will carry over in the minds of the students to other fields."<sup>5</sup>

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

The study of Latin offers peculiar conditions for the development of this habit because of the numerous contacts it affords with the other linguistic experiences of the pupil, as was pointed out in the analysis

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<sup>5</sup>C. H. Judd, The Reorganization of Mathematics in the Secondary Schools, p. 99.

of the instrumental and application objectives. The development of this general habit is the function of the specific training in recognizing and utilizing the elements common to Latin and to the various linguistic experiences with which the application objectives are concerned.

Even more important than the direct specific gain from the application to other fields of facts and methods of procedure acquired in Latin is the development of the general habit of recognizing identical elements in diverse experiences, singling them out and making true generalizations. When this habit has been consciously developed, it constitutes the common element that will be found in many situations and experiences outside the particular field in which the pupil has been given specific training in recognizing and relating common content-elements.

Unless this general habit is developed, the specific transfers, while eminently valuable in themselves, will naturally be limited in operation to those fields within which they were originally developed. Furthermore, the development of such a general habit gives unity, coherence, and an ultimate common goal to the various types of application discussed above.

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

"Reflective thinking may be defined as that mental operation in which present facts suggest other facts in such a way as to induce belief in the latter on the basis of the former."<sup>6</sup> It included the observation of

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<sup>6</sup>E. L. Thorndike, "Mental Discipline in High School Studies," Journal of Educational Psychology, XV (January, 1924) 1-22.

pertinent facts, suspense of judgment pending examination of the facts, comparison of the facts observed to discover significant relations, the relating of cause and effect, the making of a final inference or judgment, and the use of a conclusion thus reached in the solution of analagous problems. Everyone has constant need of drawing inferences; for the reasoning process is essentially the same, whether it concerns a carefully worked out scientific experiment or the ordinary affairs of daily life. If Latin is so taught that the drawings of such inferences becomes an integral part of the pupil's method of study and is so taught that the habit thus established carries over into fields outside of Latin, it is obvious that this objective becomes of vital importance to every Latin pupil. The most noteworthy recent study in this field is that of Thorndike. This study, based on results of a test in certain aspects of relational thinking given to several thousand tenth-grade pupils, shows that the amount of growth produced by certain school subjects in the ability measured by this test varies so slightly that no definite conclusions can be drawn therefrom.<sup>7</sup>

#### 4. Increased ability to make formal, logical analyses.

Teachers of Latin give much time to syntactical analysis in connection with translation and prose composition, and to a large extent this practice is directed to the attainment of this objective. The process of reclassifying grammatical constructions and referring them to rules is an essence of deductive syllogism, and it furnishes a type of training analogous to that received in the study of a formal logic. It is also concrete and consequently more comprehensible by younger minds. It,

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<sup>7</sup>Ibid., p. 60.

therefore, has a use more readily recognizable and more applicable than they would find in abstract deductive logic, which is not suited to their early stages of development.

The extent to which syntactical analysis is justified by the direct or indirect assistance which it affords the pupil in solving actual difficulties in comprehending the thought of a Latin sentence will be discussed in the chapter on method.<sup>8</sup>

Cultural objectives.—By cultural objectives are meant those concerned with increasing the pupil's fund of information, developing his capacity for appreciation, extending his intellectual horizon, and broadening his sympathies by direct contact, through the study of their language and literature, with the mind of a people remote in time and place.

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

It is generally agreed that the solution of present-day social, political, and economic problems will be aided by an intelligent knowledge of the experience of the race, and that some knowledge of the early history of our civilization is a desirable training for intelligent citizenship. The unique value of Roman history for this purpose is due not only to the immense direct contribution which Roman civilization has

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<sup>8</sup>Ibid., XV (February, 1924), 83-98.

made to our modern world, but also to the fact that through Rome we have received inheritances from other and older civilizations.<sup>9</sup>

We believe that the best key to a direct and intimate understanding of the Romans and of their civilization is a first-hand contact with their language and literature. A pupil who has learned to comprehend the thought of a Latin sentence in the original has to that extent thought as a Roman and has come into direct contact with the genius of the Roman mind in the medium which is the most perfect embodiment of that genius, the Latin language.

We further believe that if the reading content of the Latin course is organized with this objective clearly in view, a sufficiently close contact may be established with important social and political aspects of human life to insure an appreciable contribution to the pupil's fund of actual knowledge, and to give him a point of view and an interest which will result both in a more intelligent appreciation of the significance of what he reads. The study of Latin and of Roman history should therefore be kept in close relation with each other.<sup>10</sup>

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

"The studies of King and Bunyan, based on examination of the reading material found in books commonly read by high school pupils, and in contemporary magazines and newspapers, show that pupils who progress beyond the most elementary stage in their reading will encounter many references and allusions of this sort."<sup>11</sup>

3. The development of right attitudes toward social situations.

It will be agreed that the characteristic Roman virtues, such as patriotism, honor, and self-sacrifice, reveal standards which should be

<sup>9</sup>James Bryce, "Latin in the Curriculum," Fortnightly Review, Vol. 107 (April, 1917), p. 562.

<sup>10</sup>Ibid., p. 565.

<sup>11</sup>G. W. Clark, "The Relative Ability of Latin over Non-Latin Pupils," The Classical Investigation, p. 66.

kept before American boys and girls today. We believe that these make a more vivid appeal to the pupils when they are presented in their original utterance, that is, in the language of the characters whose virtues are described. The development of such attitudes through the study of Latin is largely contingent upon the use and sympathetic interpretation throughout the course of appropriate reading material illustrating these traits.

4. A better acquaintance through the study of their writings with some of the chief personal characteristics of the authors read.

The validity of this objective depends upon the historical and literary importance of authors selected for reading, upon the extent to which the characters of the authors are revealed through selections chosen, and upon the extent to which a more intimate acquaintance is obtained through reading them in translations.

5. The development of an appreciation of the literary qualities in the Latin authors read and development of a capacity for such appreciation in the literature of other languages.

The development of literary appreciation during the secondary school period through direct contact with outstanding works of literature, whether in English or in foreign languages, is obviously a desirable objective. The extent to which this objective is valid for Latin is contingent upon the extent to which pupils are able to secure a truer appreciation of the aesthetic qualities of the authors read through the original than is possible through translations. From a literary and artistic point of view it will scarcely be disputed that there is very rarely such a thing as an adequate translation of a literary masterpiece.



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

The cultivation of this appreciation through the study of Latin will depend upon the extent to which the pupil can be brought to recognize the use Latin authors make of literary technique in securing artistic effects and to attempt to secure similar effects in his translation of some detailed knowledge of the elements which constitute this technique, such as diction, rhythm, and figures of speech.

7. Improvement of literary quality of the pupils' written English.

The cultivation of this ability through the study of Latin will depend upon the extent to which pupils in their oral and written translation recognize and employ the elements of literary style and seek to secure better effects in their own writing.

8. An elementary knowledge of the simpler general principles of language structure.

Some knowledge of the simpler general principles of language structure as exhibited in the Indo-European language and some appreciation of the universality of grammatical ideas have educational value, apart from any immediately practical application of these principles to the learning of a foreign language or to a better understanding of English. The study of Latin grammar for the mastery of Latin itself, because of the fact that difference of function is regularly indicated in Latin by difference in form and the relation of form and function is thereby made clear, provides a peculiarly valuable basis for developing an appreciation of the extent to which all languages commonly studied exhibit a fundamental unity of structure. The extent to which the study of Latin grammar actually

contributes to a knowledge of general language structure depends upon the extent to which pupils form the habit of recognizing the identity of grammatical principles when they appear in the study of other languages. Every such identification furnishes a fresh object lesson in the historical relationship of Indo-European peoples. Furthermore, grammatical ideas when viewed in their universal aspect furnish tangible evidence of the ultimate unity of the human race.<sup>12</sup>

For practical purposes a more simplified list of all objectives, immediate and ultimate, are thus simplified as follows:

1. Increased ability to read and understand Latin (Primary Immediate Objective).
2. Increased understanding of those elements in English which are related to Latin (Instrumental and Application Objectives 2, 3, 6, 7, 8).
3. Increased ability to read, speak, and write English (Instrumental and Application Objectives 4 and 5).
4. Increased ability to learn other foreign languages (Instrumental and Application Objective 9).
5. Development of correct mental habits (Disciplinary Objectives 1, 2, and 3).
6. Development of an historical and cultural background (Cultural Objectives 1, 2, and 4).
7. Development of right attitudes toward social situations (Cultural Objective 3).
8. Development of literary appreciation (Cultural Objectives 5 and 6).
9. Elementary knowledge of the simpler general principles of language structure (Cultural Objective 8).
10. Improvement in the literary quality of the pupil's written English (Cultural Objective 7).<sup>13</sup>

#### Subject Matter and Content

The third part of this chapter is concerned with the problem of

<sup>12</sup>W. L. Uhl, "How Much Time for Latin," The Classical Journal, XIX (January, 1924), 215-221.

<sup>13</sup>Ibid., pp. 221-225.

determining what content provides the most effectual means for the progressive development of power to read and understand Latin and attaining the ultimate objectives regarded as valid for the various years of the course. Particular emphasis will be placed on the first two years.

Two fundamental aims, namely, attainment of the immediate and ultimate objectives, should be concurrent and mutually supporting throughout the course from the very beginning of Latin all the way to the end. Without doubt Latin has been frequently so taught as to involve a conflict of interest between these two aims and a partial or even complete sacrifice of one for the supposed advantage of the other. Such an advantage, however, is in only apparent. Concurrent development of both aims will result in a fuller attainment of each, while supposedly necessary exclusive attention to one will result in serious injury to both. Attainment of the immediate objectives is indispensable for attainment of the ultimate objectives, and attainment of the ultimate objectives furnishes the chief permanently valid motive as well as a sound basis for attainment of the immediate objectives.<sup>14</sup>

The continual interdependence of these two aims should be explicitly recognized in the content of the course and in the method of presentations of instruction employed. For example, the reading material selected should be of such character as to provide the best basis for developing progressive power to read and understand Latin and at the same time to make the largest possible contribution to attainment of these objectives which depend primarily on the thought-content, such as development of a general historical background and development of literary appreciation.

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<sup>14</sup>Mason D. Gray, The Teaching of Latin, pp. 101-105.

The vocabulary and syntax to be included and emphasized in the reading material for the earlier period should be such as to contribute directly to progressive power to read and understand Latin and at the same time to furnish an adequate basis for a better understanding of related elements in English and for the learning of modern languages. Similarly, the methods employed in the comprehension of the Latin sentence should be such as to contribute also to development of correct habits of reflective thinking, and the methods employed should be such as are valid for the mastering of Latin itself, and for developing certain mental habits generally.<sup>15</sup>

The problem of framing recommendations regarding the content of the secondary course in Latin resolves itself into two complementary questions:

1. What content appears to provide conditions most favorable for the fullest attainment of the objectives determined valid?
2. What reorganization of the present content should be made to insure the fullest attainment of these objectives?

In securing data bearing on the problems of content, sources of information were employed in the evaluation of objectives, namely, scientific studies, including tests and measurements, and analysis of opinion.

The studies undertaken to discover the extent to which there are elements common to the study of Latin and to various fields with which the ultimate objectives are concerned have provided material for content of the course by furnishing definite information as to what those common elements are.

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<sup>15</sup> Ibid., pp. 110-115.

By tests, special studies, and the opinion of a large body of experienced teachers of Latin, it has been sought to discover what changes in the content of the course they regard as desirable.

The evidence furnished by the above mentioned data indicates that the present content of the four-year Latin course as commonly found in schools is too extensive in amount or too difficult in kind, or both, to provide a suitable medium for the satisfactory attainment of the objectives which were determined upon in a previous discussion.

The Uhl studies,<sup>16</sup> based upon reports of 35,000 pupils distributed through all four years of the course, show that the average daily amount of time outside the class now devoted to Latin pupils to the preparation of their lessons is considerably greater in each year of course than is required for any other subject in the secondary school, and that even first year Latin required more time for preparation than any other subject in any year of the course. This study also showed that the proportions of pupils who devote daily an average of an hour and a half or more to the preparation of a Latin lesson is greater than in the case of any other college preparatory subject, and that this proportion increases with each year's study of Latin.

Cumulative evidence from various sources indicates that this situation is largely due to congestion arising from introduction into the course of too many formal elements, especially during the first year, too early introduction of the first classical author to be read, failure to include in the course abundant easy reading material for the purpose of developing

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<sup>16</sup>W. H. Uhl, "How Much Time for Latin?" The Classical Journal, XIX (January, 1924), 215-221.

early the pupil's ability to read Latin as Latin, prescription of too large an amount of classical Latin to be read intensively, lack of sufficient variety in choice of reading material, and failure to give adequate emphasis to attainment of the ultimate objectives.<sup>17</sup>

The tests in Latin vocabulary, verb-forms, and syntax required a knowledge of only the vocabulary, forms, and syntax commonly included in the first year's work in Latin. The Brueckner study is based on these tests; namely, the Hannon Vocabulary Test, the Tyler-Pressy Test in Verb-Forms, the Pressy Test in Latin Syntax, along with the Godsey Diagnostic in Latin Composition, and the Hannon Test in Sentence Translation scored on the unit credit basis of the author and also the partial-credit basis devised by the Investigating Committee. The average percentages of attainment for the country as a whole, as found from the Brueckner study, are given in the following table.

TABLE 2

PERCENTAGES OF ATTAINMENT MADE AT THE END OF EACH SEMESTER FOR SEVEN SUCCESSIVE SEMESTERS OF THE HIGH SCHOOL COURSE<sup>18</sup>

Tests	Semesters						
	II	III	IV	V	VI	VII	VIII
Latin Vocabulary (Hannon)	66.5	77.5	84.0	88.5	91.1	93.2	93.1
Verb-Forms (Tyler-Pressy)	51.3	58.4	59.5	65.3	75.3	83.7	82.0
Syntax (Pressy)	47.1	48.6	59.8	61.2	72.4	75.6	79.5
Composition (Godsey)	41.2	47.5	56.3	59.7	71.2	69.0	77.5
Rules of Syntax (Godsey)	55.7	63.6	73.0	78.7	85.0	84.4	90.4
Sentence Translation (Unit-Credit)	25.5	32.5	39.0	47.5	52.0	58.0	56.5
Sentence Translation (Partial-Credit)	41.5	54.2	64.8	73.0	78.4	83.3	82.0

<sup>17</sup>L. J. Brueckner, "The Status of Certain Basic Latin Skills," *Journal of Educational Research*, IX (May, 1924), 390-402.

<sup>18</sup>*Ibid.*, p. 400.

On such tests as were also used in special state surveys conducted in Iowa, Michigan, and Mississippi the medians reported are slightly lower than those established for the country as a whole.<sup>19</sup>

A study of the correlation between the scores made by pupils who took all these tests shows no significant relation is discovered to exist between knowledge of the rules and ability to translate, while a high correlation is found between the scores made by the same pupils in the tests on functional syntax and on sentence translation.

The Ullman-Kirby test, which was run with several thousand Latin pupils in each year of the course, was designed to test the ability of pupils to answer questions on the thought-content of Latin paragraphs increasing in difficulty and conforming to the vocabulary and style of authors commonly read in successive years of the course. The rise in median scores from semester to semester indicates a steady growth in this ability. There is no way, however, of determining whether or not the pupils taking the test arrived at the answers they gave by reading Latin as Latin.

The question of the manner in which pupils attack a Latin sentence is primarily one of method. However, the question also has a direct bearing on the determination of content. If the development of power to read Latin as Latin is regarded as a valid objective, one of the most important criteria to be employed in the selection of content is the potential capacity of any particular content to serve as a medium for developing this power.<sup>20</sup>

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<sup>19</sup>D. S. White, "Partial Credit vs. Unit Credit in Scoring a Translation Test," Journal of Educational Research, IX (May, 1924), 402-408.

<sup>20</sup>Brueckner, op. cit., pp. 390-402.

The primary immediate objective in the teaching of Latin is the progressive development of power to read and understand Latin. Pupils should be trained from the first to get the thought in Latin order and directly from Latin itself instead of backwards through translation. This definition of reading has long been generally accepted at least in theory, and has found expression in the reports of various competent bodies.<sup>21</sup>

From the beginning, pupils should develop the ability to grasp the meaning of each word, and so, gradually, of the whole sentence, just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the position of the word itself.

This view is in general accepted also by secondary teachers and is indicated by the fact that about 75% of the teachers who filled out the general questionnaire recommended the use of methods directed to developing the pupil's ability to take in thought of the Latin sentence as it stands, while about 25% recommend training the pupil in purely analytical methods of procedure.

The entire available evidence from various sources seems to be fairly conclusive that pupils studying Latin in secondary schools have not succeeded in developing proper methods of reading Latin as Latin. It is the opinion that the common tendency on the part of pupils to follow the line of least resistance in their attack upon a Latin sentence is largely due to failure to provide early in the course for sufficient

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<sup>21</sup>Ibid., pp. 403-404.



practice with easy reading material and to emphasize the functional rather than the formal aspect of the elements of the language.

The uniform content of the secondary curricula in Latin in this country has been the result of the uniformity of requirements for college entrance examination, especially as to amount. These requirements have exercised not only a direct control over schools which emphasized this preparatory function, but also a potent indirect influence in maintaining the traditional course even in sections of the country professedly affected by them.

The elimination of prescriptions as to amount in the new requirements announced by the College Entrance Examination Board has brought flexibility and variety in the selection of reading material within the realm of the practical. The question, "What Latin should be read in secondary schools?" becomes for the first time more than an academic question.

Criteria for selection of reading content.—The chief criteria set up in the report of the Classical Investigation for the selection of the reading for the first three semesters are as follows:

1. Capacity for developing the power to read Latin.—This reading material should be abundant, repetitious and carefully adapted to the capacity of young boys and girls. It should, from the beginning conform to the genius of the Latin language, should illustrate the synthetical character of Latin, and should embody the essential problems of Latin word order and suspense of thought. . . . The first brief sentences should not advance not merely in length but in complexity, slowly approaching the structure of the developed periodic sentence.

2. Capacity of subject matter to provide for the attainment of the historical-cultural values of Latin.—The following list of important topics which should be represented in the reading material of the first three semesters is taken from page 128 of the classical report:

Classical mythology  
 Roman traditions and dramatic events in Roman history  
 Biographical sketches  
 Home life of Romans  
 Ideals of the Romans about their environment  
 Examples of wit and wisdom  
 Anecdotes and fables illustrative of Roman life and thought,  
 particularly those which have a moral and embody the charac-  
 teristic 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 imagina-  
 tion of youth.  
 Stories on ancient themes which have a human appeal analogous  
 to that found in stories used in teaching modern foreign lan-  
 guages.<sup>22</sup>

It is not intended to suggest that any one topic be long con-  
 tinued. Rather there should be an interweaving of topics and returns  
 to earlier topics to provide variety. The writer believes that the  
 dominating topic during the first semester should be the life of the  
 Romans, including their home life and their other normal activities;  
 that during the second semester especial attention should be given  
 to Roman traditions and dramatic events in Roman history, especially  
 those that are inspiring and 'heroic in character, such as were used  
 by the Romans themselves to inculcate true standards of conduct and  
 because of their heroic quality appeal to the imagination of youth,'  
 and that Greek mythology, although represented in the earlier semes-  
 ters, should be given more consideration in the third semester.<sup>23</sup>

The reason for the emphasis upon the Roman element during the first  
 semester of the first year seems obvious. It is the language of the  
 Romans that is being studied, and it is a knowledge of the Roman back-  
 ground that the reading material of the first year should mainly con-  
 tribute.<sup>24</sup>

The need that is increasingly felt as one attempts to select and  
 adapt reading material for the first three semesters, and which becomes

<sup>22</sup>American Classical League, The Classical Investigation, p. 128.

<sup>23</sup>Ibid., p. 129.

<sup>24</sup>Mason Dewitt Gray, The Teaching of Latin, pp. 43-45.

imperative with the fourth semester is a complete reappraisal of Latin literature on the basis of its relative potential values for use in secondary education. The same criteria are recommended in the classical report, for selecting material from classical authors, as were employed in selecting material for the first three semesters: (a) suitability of the Latin as a medium for the progressive development of power to read and understand Latin and (b) suitability of the thought content for development of the historical-cultural objectives.

The reading material during the first two years should introduce pupils to those phases of Roman life which offer the most helpful and inspiring lessons to the youth of today. Particularly should emphasis be placed upon the three great loyalties of the Romans--loyalty to the family, devotion to their country, and fulfillment of obligations to the gods.

The following list of the topics of major interest which should be presented in the materials read are as follow:

- The attainment of the Romans in government, politics, law, commerce, economics, literature, and art.
- Religious ideas and practical philosophy of the Romans.
- Characteristic Roman virtues.
- Private and public life of the Romans.
- History and traditions of the Romans, including selections from narrative, oratorical, poetic, and biographical literature.
- The continuity of Graeco-Roman civilization and its influence upon western civilization.
- Significance of Rome as a whole, especially as a governing state and a consequent stimulus to the imagination of mankind.<sup>25</sup>

#### Method

The first part of this chapter dealt with the problem of determining what provides the most effectual means for developing power to read and

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<sup>25</sup>Ibid., p. 51.

understand Latin and for concurrent attainment of ultimate objectives determined upon as valid. The second part of this chapter is concerned with the closely related problem of methods to be employed.

While this chapter emphasizes the ultimate objectives, it must be remembered that the progressive development of power to read Latin is indispensable to the attainment of the ultimate objectives. The object of the teacher is to teach Latin in order that the pupils may learn Latin and may also realize the important enduring values derived from the study of Latin. The proper teaching of Latin as Latin by a teacher who is awake to the ultimate objectives and alert in using all opportunities to emphasize them will be sure to produce the best results. Knowledge of Latin by the teacher is the first and foremost requisite for the teaching of Latin.

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

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

3. The method of teaching should be such as to utilize constantly and to the fullest extent to the previous experience of the pupil. In the teaching of Latin, especially in the elementary stages,

this involves a knowledge on the part of the teacher of the previous linguistic experience of his pupils in English and a careful selection of those elements which will furnish the best basis for learning the vocabulary, syntax, forms, word-order, and general sentence structure of the language to be learned.

4. The methods of teaching should be such as to enlist the interest of the pupils to the fullest extent consistent with the educational ends in view. Other things being equal, the pupil will acquire more readily, retain longer, and apply more widely those facts and processes in which his interest is most keenly aroused. Pupils may be depended on to show a relatively greater interest in class-room questions which are functional rather than formal in character.<sup>26</sup>

Specific recommendations in regard to methods.--The methods to be employed in teaching pupils to read and understand Latin should satisfy the criteria outlines in the preceding section; that is, they should be such as to develop in the pupil correct habits of independent study, to contribute both to the progressive development of power to read Latin as Latin and to the concurrent attainment of the ultimate objectives, which teachers consider valid for their pupils, and to encourage the use of the facts and processes acquired in the study of Latin in activities outside the Latin class.

It is believed that ability to read Latin as Latin, that is, to get hold of the sense in the Latin order without translation, can be developed only by means of persistent training on the basis of some definitely conceived method to be followed consistently throughout the secondary course. It is recommended, therefore, that there should be daily practice in comprehension at sight in accordance with the method adopted and that every possible effort should be made to insure the pupils' use of this method in his independent preparation of assigned lessons.

It is believed that in the treatment of all the topics marked

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<sup>26</sup>American Classical League, The Classical Investigation, pp. 181-183.

emphasis should be placed upon comparison with present-day situations and events, such as survivals of Roman governmental policies, laws, and customs in the world of today, Rome's contribution to the solution of present social and political problems, and allusions to Roman customs as these appear in the English reading of the pupils or as they are reflected in English words.<sup>27</sup>

We, as Latin teachers, therefore, recommend, first, that a definite and strictly limited amount of specific material involving the application of Latin grammar to English be included in the regular classroom work and in the outside preparation of lessons, and, second, that this material be of two general types: (1) material illustrating those grammatical principles which are common to Latin and English and (2) problems involving the application of grammatical principles learned in Latin to the correction of common grammatical errors in English.<sup>28</sup>

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<sup>27</sup>Ibid., p. 139.

<sup>28</sup>Ibid., pp. 224-226.

## CHAPTER IV

### COMPARISON OF TRADITIONAL AND MODERN LATIN CLASSES

With a clear understanding of the traditional and modern methods of teaching Latin and with such a procedure and analysis in mind, a comparative study and evaluation of the two is now possible. As has already been stated, in the first period, Latin was taught primarily as subject, in the second period, Latin has acquired broader relationship in the secondary school. It has been said of the two that the modern classes established newer types of teaching which make a much more varied demand on the learner than the traditional classes. This comparison naturally is limited to the literature relating to Latin such as professional books, courses of study, magazine articles, and particularly the reports found by the Classical League. The survey made by specialists in the field of Latin were made from the best classroom practices and of problems related to the classic. The traditional class emphasized the formal rather than the functional elements of the language. The traditional Latin class was a preparatory step toward college entrance. The modern class maintains that students should be put in intelligent and sympathetic contact with the ideals of his race, so that he may live in his own world more satisfactorily to himself and be better able to blend his own personality and interests with the general good of his group. No man can live long enough to work out anew the solutions to all the problems of living, and by teaching the experiences of the race, especially those to whom we owe most that we

have, we stimulate by comparison, and by reflection upon their problems and their experiences a more accurate and less costly determination of what is of value in the world in which we live. The fact has gained wide recognition that every pupil should be encouraged to study at least two years of Latin. Distinct progress in both the theory and practice of reading Latin has been made. Many studies have considered the relation of Latin to other subjects in the curriculum. It is evident that Latin is the most useful of all foreign languages in giving English-speaking persons the right kind of science in training in the science of meanings.

In the last decade, perhaps, no subject has been more thoroughly rethought than has Latin. The Classical Investigation has awakened teachers everywhere to the necessity for self-examination. Advocates as well as opponents of Latin have voiced criticisms destructive and constructive. Convinced of intrinsic value of the subject, progressive Latin teachers are consciously trying to modify and adapt the content and application to the necessities of present-day situations. They do not in other words of Juvenal, "for the sake of a living, wish to lose the reason for living," but in the light of past difficulties and new theories, an attempt is made to modify somewhat the traditional requirements with the hope of making Latin function more definitely according to the needs and experiences of immature students. However, the very nature of the subject demands that fundamentals be accurately and thoroughly mastered. Teachers cannot be so visionary and vague concerning ultimate values that will eventually make these deferred values realizable. Essentials must always be considered.



In the revision of the Latin classes, bulletins from representative cities throughout the United States have been examined. The reports of the Classical Investigation and the New York Syllabus have influenced most of the recent revision. Necessarily, skilled language teachers have kindred methods and similar convictions as to emphasis and values; originality depends for the most part on the elusive force, personality.

The question is often asked, "Why include Latin in a present-day course of study?" There is significance in the fact that parents trained in the classics usually wish their children to study Latin. From the present-day high school program of studies where good things are so abundantly provided that one hardly knows which to choose, the planning of a four-year program necessitates that choice be carefully made. It is no longer practicable for every child to study Latin for four years; some who have chosen unwisely should drop the subject. However, there is a regrettable misconception on the part of the parents and pupils that two years of study of a foreign language is sufficient. There is great value in continuous study. No amount of flitting about from course to course is equivalent in educational returns to the constant and thorough pursuit of a few well chosen subjects. Latin is rich in both cultural and practical values, only a small part of which is attainable in the first two years.

Ability to express one's ideas concisely and with exactness contributes largely to success. Language is psychology, or symbolism for the expression of thought. One's native language is so much a matter of imitation that insufficient thought is given to its precise and accurate use. It is not too much to say that the principle underlying the precise

and accurate use of English can be thoroughly understood only through some knowledge of the parent languages. Greek and Latin--to a certain extent, Greek through Latin--reveal the otherwise hidden but significant meanings by such relevant connotations as a consciousness of word structure gives. The study of Latin should bring a conception of the kinship and interrelations of languages. Latin is recognized by English-speaking people as a "second mother tongue," and Romance languages are in a sense modern Latin. The study of Latin under the direction of enthusiastic teachers will lead pupils to know Latin, not as a dead language, but as one which has changed its form through growth even as have they; it has not died but, because of its virility, has put forth new buds and shoots that are engrafted into English and modern Romance languages. Without the consciousness of this kinship, how is one to know words as more than mere symbols? How can he know, for instance, that to be of one accord means to be of one heart; that a cordial greeting means literally a heart greeting; that unanimous means of one mind; that indefatigable energy means energy that will not yield to weariness; that all speech is in effect one speech; that the conquest of language is greater than the conquest of the sword?

Aside from throwing a searchlight on word meanings and language structure, classical literature furnished not only the mythological background and folk lore of Greece and Rome, but hands down, along with its legends of gods and heroes, records of authentic history and philosophy which have had no small part in shaping the destiny and the manner of thought of succeeding ages. The influence of Homer and of Virgil has permeated the literary world; the tactics of Caesar have not been despised by

generals of any age; many of Cicero's convictions ring true to Christian ethics. We see in our heritage from Rome more than the staunch qualities of stoicism; we see a patriotism more deeply ingrained than any consideration for the individual; we see more than her enviable pride in race and state; we see, too, her weaknesses and follies and the self-indulgence which contributed to the downfall of this mighty empire. We view the rise and the fall of a civilization which should make us pause to consider the ways of our own world--and this is seen through no indirect medium but by actual contact through the language of the people.

These values cannot be attained by slipshod, haphazard methods. Their attainment contributes fundamental qualities of strength; namely, persistence, concentration, sustained thinking, and the habit of weighing evidence and suspending judgment until the facts are considered.

Every broad teacher realizes that the aims of various subjects overlap and interfold. Any subject right in content can be made to contribute to many phases of education. It is the specialist who sees and makes students see the possibilities in his own field. To every student he hopes to give some values, realizing that only the future specialist will acquire all. Often "aims" may be touched on incidentally, as opportunity affords, until gradually and pleasurably the pupils come to appreciate these associated benefits. Enthusiasms, spontaneity, and love of the subject will influence the teacher to make his class so conscious of contacts and connections that pupils will have a growing conviction of knowledge and power gained through Latin. There is a contagious zeal among those deeply interested in Latin that sets our standards so high we must perforce resort for consolation to Browning's sentiment, "What I aspired to be and was not comforts me."

By way of comparison of the traditional with the modern Latin class, the following comparison is made:

## TRADITIONAL

The weight of tradition lies very heavily on the subject of Latin. For Latin, as a study of secondary education started with purely English traditions. These traditions fortunately were humanistic in the best sense. Still, for a long time Latin was thought to be peculiarly a study for boys who were preparing for college. In the earlier history of this country this meant that Latin was thought to have educative importance primarily for those looking forward to activity in the church, in letters, in the law, in medicine, or in teaching. The number of students of Latin in our secondary schools has in recent years been increasing out of all proportion to the number of students who go to college. Some reasons offered

## MODERN

To develop a conception of language as the vehicle for expression of thought--to value language as a medium of communication.

To bring a realization of the large issues involved in inexact use of language.

To develop respect for purity and accuracy of speech.

To train pupils to read and understand the Latin language.

To give some conception of the relationship of languages.

To explain the influence of the Roman language.

To explain the meaning of "Romance languages."

To lay a foundation for the study of Romance languages.

To give the conception that language grows according to linguistic laws.

To give some conception of the

for students to study Latin were:

First and foremost, Latin is of value because it confers a mastery over the resources of one's mother tongue. This mastery comes as the direct and necessary result of careful translation, a process involving on the one hand a careful consideration and analysis of the thought and of the author read.

The process of "observation," that is to say, the alert, intent, and accurate uses of all the senses. The study of Latin trains the observing faculty. To fathom the meaning of a Latin sentence requires a whole series of accurate observations. Thus the pupil sees the word "egissent" in a sentence; he observes that the word is a form of ago; he takes note of the voice, mood, tense, person,

similarity of mental processes in language, and to show the psychological causes of similarity in grammatical principles.

To show the meaning and function of inflection and to explain the remnants of inflection in English.

To reveal to the child the amount of Latin he has unknowingly used always and to make him see to what great extent English is a borrowed language.

To throw a searchlight on word meanings and word connotations until hidden significance is revealed and words become ideas instead of symbols.

To increase accuracy and fluency of the English vocabulary.

To show how word meanings shift from the literal to the figurative.

To show word formation and to teach vocabulary by related word groups.

To explain certain laws of English spelling.

and number; he observes its position; he may make other observations.

Little of this observation is recorded mentally, which is entirely adequate.

The study also necessitates the most thorough and rigid process of reasoning. The pupil has observed that a certain word is in the dative case, or in the subjunctive mood, and has made also a mental record of the fact. He now proceeds to determine the relationship of the dative or subjunctive to other words in the sentence.

The study of Latin involves in translation constant practice in expressing the results of one's observing, recording, and reasoning.

The general points on which emphasis of secondary Latin placed, then, were training in English, the strengthening of the

To develop habits of concentration and persistence.

To develop habits of weighing evidence, postponing decision, and basing judgment on contributory factors.

To explain the actual Latin found in English in abbreviations, quotations, mottoes, music, law, science, etc.

To give some understanding of the far-reaching influence of the civilization of Greece and Rome.

To give some appreciation of the literature of Greece and Rome.

To develop habits of comparing ancient and modern situations.

To give some conceptions of Rome's struggles for greatness as exemplified in the Aeneid.

To give some conception of the characteristics that make for permanence in literature.

To discriminate between the qualities that make for greatness or selfishness in national figures.

mental powers, the better comprehension of the history of Roman thought and institutions, and the quickening of the higher literary sense.

If Latin is to be a means of training in English, the form of the English becomes a matter of first importance. It is not enough for the pupil to grasp the idea, and then to render in a mongrel, idiom half Latin and half English. From the very outset of Latin study the standard should be set high, and no translation accepted which will not stand severest tests as to the orthodoxy of its English. It should not merely be idiomatic; it should possess the merits and even graces of style. Whenever a rendering is unnatural and smacks the original, a halt should be called, and improvement demanded. No translation should ever be accepted which would not, when written out, be accepted as

To furnish a key to classical allusions in English literature.

To bring the realization that the problems of life today and of two thousand years ago are essentially similar.

To keep alive the forceful imagination of antiquity.

To teach tolerance for beliefs of all peoples.

To increase ability to understand the exact meaning of English words derived directly or indirectly from Latin and to increase accuracy in their use.

To increase knowledge of principles of English grammar and to increase ability to write and speak English correctly.

To increase ability to understand Latin words, phrases, abbreviations found in books, and current publications, and to understand quotations, proverbs, mottoes, etc., occurring in English literature.

To increase knowledge of the

fit to print. Grammatical study is often made the end instead of a means. Grammar is undoubtedly indispensable to the reading of Latin authors; but is it not a fact that many teachers stop at this point of the subject, and rest content, if their pupils can dispose successfully of the ablatives and genitives, the subjunctives and infinitives. Is not "construction" made the culmination of the study, and the text used as though it were but a convenient lay-figure upon which to drape the robe of grammar and syntax? Let all the effort be directed to the most discriminating interpretation of the passage in the hand as language and literature. Let the study be an ethical and spiritual one; let the pupil feel when he approaches it that he is to receive each day some fresh revelation of the mind.<sup>1</sup>

facts relating to the life history, institutions, mythology, and religion of the Romans, and the influence of their civilization on the course of western civilization.

To develop generalized habits, for example, sustained attention, accuracy, orderly procedure, thoroughness, etc.

To increase ability to understand and appreciate references and allusions to mythology, traditions, and history of the Greeks and Romans, who have had so much to do with the making of our own civilization.

To increase development of power to read Latin.

To increase ability to learn other foreign languages.

To increase development of power of thinking, and to increase the power and capacity for abstract thinking.<sup>2</sup>

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<sup>1</sup>Charles Bennett, The Teaching of Latin and Greek in the Secondary School, pp. 20-27.

<sup>2</sup>The Dallas Public Schools, High School Course of Study, pp. 10-11.



The right-hand column of the parallel analysis begins with activity in a concrete situation. An evolving purpose organizes a sequence of activities which lead on and which eventuate in a broad array of outcomes.

The left-hand column begins with objectives narrow to the consideration of one objective and is organized thoroughly in terms of objectives. Thus, it, too, has the virtue of consistency. An attempt to straddle the issue must lead to confusion in the definition of the general trends of education, and thus retard the progress.

The substitution of assignments for purposes so characteristic of didactic teaching, and so uncharacteristic of progressive teaching, is obvious in this parallel analysis.

The influence of the stress on objectives leads almost inevitably to prescriptive techniques and activities in which the right growth comes from use is deferred, while pupils acquire knowledge and ability from intrinsic motives. Plans can be made to utilize the enriched work of the Latin class by making a collection of pictures from magazines and newspapers that illustrate verb conjugations, Roman banquets may be given, Roman weddings acted out, assembly programs, including a sing-song by the Latin class and many other worth-while teaching procedures.

The stress on deferred value is almost inevitable when the prime consideration is a series of successive objectives, as is the case of the left-hand column of the parallel analysis. The position at the right is far more inclusive. It grants that there are places for specific training, but those ways are on the way to broader outcomes and should be determined with reference to specific needs and uses.

There have been many changes in the status of the classics since the establishment of the first Latin school in this country in Boston in 1635. This kind of school, as has been pointed out, taught Latin and Greek almost exclusively as did its English prototype, and was attended by the children of the "upper crust," who were preparing for college, and eventually for public life or the ministry. The most practical step in education at that time was to study classics. As early as the seventeenth century, however, there was a protest against the lack of connection between the classic and "life." The attempt to effect a closer relationship between the schools and "life" resulted in the academic movement. By the close of the eighteenth century, the Latin school was replaced by the academy, which was supposed to provide preparation for college.

The situation of the classic in this country is bright indeed, for the discoveries and theories of many would-be educators are not phenomenal. Latin has had, and will continue to have, appeal of itself to alert and eager intelligence.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

It is hardly feasible to set up a rating scale on the basis of which all types of Latin classes should be judged objectively, but it is possible to set up objective analysis, comparisons and contrasted examples of certain widely current practices which are being substituted for traditional procedures, and to assemble certain concrete illustrations of typical points of emphasis in the teaching of Latin.

The facts revealed in this analysis tend to show that in a very definite manner the methods of teaching Latin classes have undergone a drastic change and that the weakness of the method of instruction thus revealed has been improved by broader objectives, improved class activities and extra-curricular activities.

This study also reveals that through psychological thinking and reasoning new aspects of Latin have been discovered and that Latin is no longer considered a dead language. The Latin language and literature are living roots out of which our own language and literature grow. The old and the new are inseparable; each is a part of the other.

Furthermore, if we agree with Mildred Dean, Supervisor of Latin, Washington, D. C., that, "youth needs a way to come into economic life of today, he needs to know that his studies are valid and worth something to him in his place in the world; if there is no actual vocational value, there must be value for understanding life better," then a flexible

well-balanced Latin class is a challenge to American schools, the only agency that can give rebirth to traditional American democracy.

After the assimilation of all data, from which certain conclusions have been drawn and set forth, the following recommendations are presented:

1. The secondary schools should show still more progress in the use of such aids to the study of Latin as free materials, reference books, periodicals, and by suggestions offered by the Classical Investigation. To meet the essentials for efficient teaching and learning, current literature, magazines and professional literature should be read by more of the teachers and incorporated into the classroom procedures. A wider use of pictures, bulletin boards, posters, designs, and current events will add much to the teaching and learning of Latin in the secondary schools.

2. The method of presenting Latin to the pupils should be widely varied, that the pupils' interest and enthusiasm may be maintained and even stimulated. Since supervised study, pupil activity, and socialized recitations are coming to be recognized by educators and supervisors as the most desirable methods of presentation, these procedures should be adopted by the secondary schools of our country.

Large units of work should be used more extensively, but they should develop out of pupil interest under the able guidance of a teacher who has had training in building the units. There should be less emphasis upon the traditional method of the question and answer, the lecture, the oral reading, and the mechanical parsing of verba.

The teacher should be careful to keep her methods adjusted to the

capabilities of her pupils; the subject should not be so elementary as to fail to arouse an interest, yet it should not be so difficult that the pupils fail to grasp it.

For suggested methods of variation of procedure, the writer recommends the occasional use of any or all of the procedures set forth by The Classical Outlook of the department of Latin, in the prepared list entitled "Drills for the Manual-Minded Pupil."

3. In the interest of proper qualification, the teacher of Latin in the secondary school should first of all be a well-educated individual with a genuine interest in Latin; she must possess the ability to select, utilize, and present classic material wisely; she should present only accurate information, and should be able to use it intelligently. All her problems should be carefully and well organized, so that her pupils may grasp vivid pictures of Roman peoples and Roman countries, she is not a slave to any one method, and gives wise and intelligent guidance to pupil initiative. The textbook is never her master, but should constantly remain her aid. This ideal Latin teacher should have a good personality, a love for pupils, a true philosophy of Latin, a keen sense of humor, and, above all she should be happy in her work and desirous of building into her teaching those factors that will broaden and stimulate her pupils.

4. Since apparently some very definite action is needed in regard to the future of Latin in our secondary schools, to further this cause some plan should be devised that would encourage pupils to realize the need for Latin.

5. Universities and teachers' colleges should pay more attention to

the effective training of teachers of Latin for service in the secondary school. This should be the responsibility of the educational institutions, since the imperative need of an efficient and well-organized system of teaching Latin in our schools, calls for skillful and conscientious endeavor on the part of the teacher of the subject to improve their methods and to make of Latin not a dead, but a vital and interest-compelling subject.

Having opened up a number of interesting problems and lines of investigation, the writer hopes that this bit of research may be of assistance in developing more modern methods of presenting Latin in the secondary schools in the state. Undoubtedly the establishment of newer and more effective methods constitute a fundamental problem in the field of secondary Latin--a potent challenge that the teachers of Latin should be eager to accept.

**APPENDIX**

THE SCHOOL BOY'S DREAM

By Oliver Sutherland  
Eastern High School, Detroit, Mich.

(A boy is seated at study with a copy of Caesar before him.)

Boy (Sleepily): "Cum esset Caesar—Caesar—in citeriore Gallis, ita—ita—uti supra demonstravimus, crebri ad eum ru (head falls on book).

(Enter ghost of Caesar. Boy stirs in sleep—stretches—becomes aware of the apparition.)

Boy: Great Caesar's ghost, what's that?

Caesar: Vocasne me?

Boy (aside): That sounds like Latin. Wonder who he is. (Aloud) Talk English—this isn't school. Why don't you say something? (Becoming frightened) Great Caesar, who are you anyway?

Caesar: Dixisti. Sum Caesar quem omnis orbis terrarum maximam Romanum appellavit.

Boy: "Sum Caesar quem omnis—wait a minute. Oh! That's easy—" "I am Caesar." But say, you don't mean it, do you? You're not really Caesar, the Caesar who wrote this book? Where have you been all this time?

Caesar: In inferiore terra in hibernis.

Boy (making a dash for his book): "In citeriore Gallis in hibernis"—Say, Mr. Caesar, you have two words wrong, and you ought to know, since you wrote it.

Caesar (paying no attention to the boy's remark): Cum in inferiore terra esset crebri ad me rursus afferebantur litterisque item magistrorum certior fierent omnes pueros puellasque contradere.

Boy: Oh, now I've caught on. You didn't fool me this time. If you'd talk book language all the time I'd know what you are driving at, provided you didn't use the words in chapter two, for I haven't looked those words yet; so of course I don't know them. But I know what you said this time all right. You said (speaking slowly and from time to time referring to the book), "While I was in the lower world frequent



rumors were brought to me, and I was also informed by the letters of the teachers, that all the boys and girls were conspiring against my commentaries and were exchanging horses--horses"--horses--ha, ha, we don't call them horses; we call them "ponies." But I haven't got one, honestly, I haven't (rises from his chair in his excitement).

Caesar: Sit--(Boy falls back into his chair with a thug.) *Mihi negotium ut de his rebus cognoscam.*

Boy (aside): I thought that was an English word--it came so sudden and emphatic like.

Caesar: Sis--

Boy (weakly): Yes, sir.

Caesar: --*Tu auxilio mihi.*

Boy (wildly): This is the most confusing conversation. My head fairly swims. One minute I hear a real sensible English word, then the next minute some that tiresome old Latin is tacked on to it so that it might be heathen Chinese for all I know about it.

Caesar: I take mercy upon you. If you cannot speak my language I shall oblige you by speaking yours. Now, my lad, come tell me--what do you think of my conquests in Gaul, my diplomacy, my generalship, my--

Boy: I don't know anything about those things. I don't have time to look them up. But I'll tell you one thing--I hate this old book of yours. It wouldn't be so bad if it had any sense to it, but what's the use of all these ablatives, datives, subjunctives, purpose clauses, indirect questions, infinitives with accusatives for subjects, all jumbled up together in such a crazy patchwork quilt that it gets upon a fellow's nerves? Say, where could a fellow find out about these conquests of yours? I think I would like to know about them.

Caesar: In the manner of Cicero, my fellow-countryman, I could exclaim, "O tempora! O mores! Haec magistri intellegunt. Discipuli haec vident. Error tamen vivit," and add with feeling, "O miseri commentarii, O miserior Caesar. O miserrimus puer." You read and yet you do not read, for you read without comprehending. You make of my work which I had thought would speak to men of plans carefully formed, of leadership unrivaled, of boundless ambition and growing achievement, of fears and hopes and living deeds, a complicated puzzle of words and phrases which at the best but please you to solve, yet lacking soul, cold and dead.

Boy: All that may be true, but a fellow can't do everything. It's too hard--takes too long to learn. I'm going to drop it next semester. Father said I might.

Caesar: All failure is divided into three parts, one of which the "Gay-Guy" possesses, the second the "I'll quit-unions," the third those who in their own language are called "Can'ts," but in ours "Dulls." Of all these the Dulls are the bravest because they are the farthest away from the hope and the inspiration of success. To which tribe, young man, do you belong? Or do you not scorn to claim citizenship in the great city of Victory, whose brave warriors have subdued all the world by living up to the martial watchword, "Veni, vidi, vici"?  
Answer me.

Boy: For a long time, O Caesar, I have been living in the land of Failure, but I guess I'm tired of it now. I don't like the ways and customs of the folks that live there; so I'm going back to my native city just as soon as I can, and I hope I may some time say as you have said, "I came, I saw, I conquered." But I'm too sleepy now, Mr. Caesar, I'll have to wait till tomorrow morning (head drops on desk).

Caesar: Bene dixisti, puer fortissime. Vale, mi amice, vale.  
(Exit Caesar)

Boy: What a funny dream, I do declare. But I guess after all I did get a glimmer of the truth. Anyway, I don't think I'll drop Latin yet. (Looks at his watch.) Eleven o'clock. Well, no wonder I'm tired --the Land of Nod for me.

A LIST OF SIXTEEN SUCCESSFUL PROJECTS  
FOR THE CAESAR CLASS<sup>1</sup>

By Elizabeth C. Smith  
Frankfort High School, Frankfort, Kentucky

1. Write an interpretation of the way in which a modern radio announcer might have broadcast one of Caesar's battles.
  2. As a Helvetian mother surviving the war, tell your experiences to your child.
  3. Costume a doll as Caesar.
  4. Costume a slinger.
  5. Costume an archer.
  6. Dramatize a scene suggested by the story.
  7. Write a ballad or a poem on Caesar.
  8. Draw a Roman Camp.
  9. Construct a besieging tower.
  10. Make a set, showing the testudo formation.
  11. Construct a hurling machine.
  12. Make a set, showing Caesar's conference with Belgian envoys.
  13. Write a letter from a soldier in Caesar's army to a friend in Rome.
  14. Draw the Helvetian Migration through the mountain pass.
  15. Write a newspaper article vividly picturing Caesar's victory over the Belgians.
  16. Construct Caesar's bridge across the Rhine.
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<sup>1</sup>American Classical League Service Bureau, New York University, Washington Square East, New York, New York.

## A MYTHOLOGICAL BASEBALL GAME<sup>2</sup>

By B. L. Ullman  
University of Chicago

It was beautiful day in \_\_\_\_\_ so lovely and warm, with the \_\_\_\_\_ in the eighties. So Bill decided to take his sweetheart, Anna, to the baseball game. On the way he bought a box of \_\_\_\_\_ chocolates to keep her from asking foolish questions about the game. He knew from experience that a foolish question \_\_\_\_\_ the pleasure of a game.

The pitchers weren't very good (it wasn't a game between the Cubs and the \_\_\_\_\_), and so in the first inning one of the players knocked out a \_\_\_\_\_. "By \_\_\_\_\_," said Bill, "that's fine work." "Stop your swearing," replied Anna. "Hope to \_\_\_\_\_ if I was swearing," replied Bill.

Things were going badly for the home team. The rooters were indifferent. Why don't you fellows \_\_\_\_\_ up," shouted the captain to the spectators. The rooters began to make a noise like a steam \_\_\_\_\_. The band helped with some lively \_\_\_\_\_. The home pitcher began to steady and struck out a man by putting a ball right over the \_\_\_\_\_.

A man who was rooting for the other side wanted to bet with Bill on the game. But Bill said, "My dear \_\_\_\_\_ here, I haven't a \_\_\_\_\_ a nickel to my name. I couldn't in \_\_\_\_\_ penny on a sure thing. I owe a lot of money because I've been risking this \_\_\_\_\_ here. I \_\_\_\_\_ merry life, I've told the world." The stranger said nothing, but thought to himself: "Who is this fellow? Who can \_\_\_\_\_? Where did he get that girl? How did \_\_\_\_\_?"

Now the home team began to forge ahead. "\_\_\_\_\_, " cried Bill, "it's about time." Just then a player was caught off base and was being run down by the big first-baseman. The crowd was \_\_\_\_\_ fied. "Oh," cried Anna, "see how that big handsome fellow \_\_\_\_\_ that little fellow." But the noise was so great that Bill couldn't \_\_\_\_\_ word she said. So he took her by the arm and they went out. She \_\_\_\_\_ beaming eyes upon him and said, "I've had a lovely time." And he walked among the stars like the gods of old.

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<sup>2</sup>The Classical Outlook, Vol. XV, February, 1938.

## KEY

Jane, Mercury, Apollo, Mars, Giants, Homer, Jove, Diana, Bacchus,  
Calliope (or Siren), Muse, Pan, Circe, Centaur, Vesta, Venus, Seda,  
Hebe, Demeter, Atlas, Electra (or Terra), Perseus, Hera, Castor.

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