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Latin has Always Held Prominence as an Educational Factor

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DEUS ILLUMINATIO MEA



LATIN HAS ALWAYS HELD PROMINENCE AS AN EDUCATIONAL FACTOR



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R. M. Chissell,

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GENERAL OUTLINE OF THESIS

- I. Introduction.
 1. Why a study of the Latin language is important.
- II. The origin and spread of this language.
 1. Latium--the home of the Latin language.
 2. Diffusion of the Latin language
 - (1) To Rome's colonies throughout Italy.
 - (a) This work was done by Rome's colonists,--
soldiers and poor plebeians.
 - (2) To Mediterranean world.
 - (3) To Barbarian people of the West.
 - (4) To Gaul.
 - (a) By Caesar's conquest.
 - (5) To Dacia.
 - (a) Emperor Trajan conquered Dacia.
- III. Permanency of Latin language.
 1. Shown by stability of Latin alphabet.
 2. When Roman Empire in the West fell, the Romance languages arose.
 3. Latin language is important factor in our own language.
 - (1) Statistics prove this:
 - (a) Webster's Dictionary.
 - (b) The Saturday Evening Post.
 - (c) Speeches of English and American writers.
 - (d) New words, rare words, and technical words.



IV. Exponents of Latin language.

1. Cicero.

(1) Created style for Latin prose.

2. Julius Caesar.

(1) His style is simple and concise.

3. Vergil.

(1) Renowned poet of the Augustan Age.

4. Livy.

(1) The most eminent writer of the Augustan Age.

5. Tacitus, a great historian also.

V. Use of Latin language in the Church.

1. Official language in Church at the height of its power.

2. Latin language is still used in liturgy and rituals of the Catholic Church.

VI. Its popularity in Universities.

1. In Medieval times, the Latin language was used in universities as means of intercourse and lectures.

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VII. The Renaissance meant an awakening of study of Latin.

1. Humanism was marked by an intensive zeal aroused in the study of the classics.

(1) This movement spread throughout Italy.

(2) It influenced the study of classics, in the universities.

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VIII. Use of Latin in Modern Education.

1. Preparatory to College Work, students familiarize themselves with study of Latin language.
2. It is an important factor in College Course study.

IX. Opinions of present day supporters of the classics.

1. Mr. Payson Smith says a study of the classics is needed as an aid to the development of the individual youth.
2. Professor Geo. M. Stratton says that students who have a knowledge of the classics do better work in school.
3. Opinions of others.

X. Conclusion.

1. Many recent writers style are influenced by those of the famous Latin authors.
2. Latin has imparted much new life to many universities and colleges.
3. Latin shall in all probability continue to be an important factor in education.

LATIN HAS ALWAYS HELD PROMINENCE AS AN EDUCATIONAL FACTOR.

Rome one of the greatest powers of the ancient world has exerted important influence upon practically all modern nations. It has done much to shape the lives and customs of the people of these nations. Therefore a study of the Roman people is necessary to obtain an understanding of our present day world since they have contributed much to our language, our literature, our religion, our art and our government. This fact makes Latin as their language, and important topic for study by all nations in all ages.

The Roman city had its origin in a settlement of Latin shepherds and farmers on the Palatine Hill. This settlement was called Latium and the language of its inhabitants was called Latin. As the city grew absorbing the settlements on the other hills, it kept the languages of the original settlement, Latium. To this language the Romans lent dignity, power and spirit of patriotism.

As Rome entered upon her career of conquest, preparing her way by sword, she extended to the conquered the language of the conqueror, --Latin. When very early she established her Latin colonies through out Italy, her colonists usually soldiers or poor plebians as offshots of Rome and always faithful to her

interests, helped mightily in spreading the Latin language throughout the peninsula. Beyond the limits of Latium, this language came in contact with the many different languages spoken in early Italy. With Roman expansion some of these languages such as Greek and Etruscan soon disappeared but the native Italian language showed more resistance, giving away only after the social war, when the Italian people becoming citizens of Rome, adopted the use of the Latin tongue. Indeed the Latin language grew to be the predominant speech in Italy and the most important language of the Mediterranean world especially the western provinces.

The Roman people communicated their language to the barbarian peoples of the West as they had carried it to Italy. Their missionaries were colonists, merchants, soldiers and public officials whose language was readily assimilated by the rude, unlettered natives who strove to become as Romanized as to dress, customs and language as possible.

In all countries which the Romans conquered, Latin became the instrument of dominion, --the medium of culture and graceful expression. Seneca has aptly said, "Wheresoever the Roman conquers, he inhabits". Hence all colonies and municipal cities under Roman dominion were peopled by the Romans. Another quotation states this fact thus: "So sensible, were the Romans of the influence of language over national manners, that it was their most serious care to extend with the progress of their

arms, the use of the Latin tongue. As soon as the barbarians were reconciled to obedience, their minds were opened to any new impressions of knowledge and politeness. The language of Vergil and Cicero, though with some inevitable mixtures of corruption, was so universally adopted in Africa, Spain, Gaul, Britain, and Pannonia, that the faint traces of Punic or Celtic idioms were preserved only in the mountains or among the peasants".¹

With Caesar's conquest in Gaul, Romanization of this place was consequent. The Latin language, the Roman law the customs and institutions of Rome prevailed here. When emperor Trajan conquered the extensive territory of Dacia, thousands of Roman colonists settled there and spread every where, the language and arts of Rome. The Roman empire at its widest extent, which it reached in the second century, included forty-three provinces which were protected by standing armies of Roman soldiers, who in this capacity were one of Rome's most important agencies for the spread of her civilization over the barbarian lands.

The Latin language possessed a great degree of permanency, which fact may be clearly noted by the manner in which the Roman alphabet has been preserved intact. The Latin alphabet is possessed by all modern, enlightened nations having in general, civilization of Grecian or Roman derivation.

The conquest by Latin of the languages of the world is almost as interesting and important a story as the conquest by Rome of the nations of the world. The decline of the Roman empire did not bring about the downfall of the Latin language

1. Gibbon's Rome, pp. 261-262, Vol. I, Chas. Bigelow Co., Inc. N.Y.

in the West. It became the basis of the so-called present Romance languages, --French, Italian, Spanish, Portuguese and Rumanian--which arose in the Middle Ages out of the spoken Latin of the common people--provincial Latin,--in the respective countries where Roman civilization predominated.

Webster's Early European History gives this information on the subject: "During the Middle Ages, the Romance languages arose; they were derived from the Latin spoken by Romanized inhabitants of the lands now known as France, Italy, Spain, Portugal and Rumania. Their colloquial Latin naturally lacked the elegance of the literary Latin used by Caesar, Cicero, Vergil and other classical authors. The difference between the written and spoken forms of the languages became more marked from the fifth century onwards in consequence of the barbarian invasions which brought about the decline of learning. Gradually in each country new and vigorous tongues arose, related to, yet different from, the old classical Latin in pronunciation, grammar and vocabulary".1

Just as Latin is an essential element of the Romance languages, so it persists in our own language. Indeed the most important remains of Roman civilization to us is the Latin tongue. Through the Norman conquest Latin which was the refined and dignified speech of the Norman Aristocracy in England was united or blended with the rough, harsh tongue of the Saxons of England to form the English language. As a result, we scarcely express a thought which does not contain more or less some verbal forms of Roman inheritance.

Many have made determinations or investigations of the ex-

tent of the different elements in our native tongue and in every case Latin has been shown to have a higher percentage than the other elements. The following are considered quite accurate percentages:

From tabulations of the words in the eighteen hundred, sixty-one edition (1861) of Webster's Dictionary, as quoted by F. Max Mueller, Latin with a percentage of sixty-nine (69%), led. More recently the editor of the Standard Dictionary, Frank H. Vizetelly, made an analysis of twenty thousands (20,000) words in this dictionary. His rating for the number of Latin words in the English language is 48.3 per cent with the remaining percentage to be divided into Greek, Teutonic and miscellaneous elements. 1

Three articles in The Saturday Evening Post, yielded these results after an analysis of five thousand running words:

(1) Latin 53.3 per cent; (2) 54.3 per cent; (3) 47.2 per cent; as compared with the Greek, Teutonic and miscellaneous percentages. 2

Many years ago Kellogg and Reed, taking a single chapter or speech from each of twenty American or English writers, in addition to the complete works of Rufus Choate, found that the Latin element varied from 56.5 percent to 72.5 per cent and the Latin and Greek together from 63.7 per cent to 72.1 per cent, as against a range from 23.4 per cent to 33.4 per cent for the Teutonic. 3

A consideration of the new words, the rare words, the technical words which are constantly coming into general use, reveals

1. Classical Journal, p. 83, Nov., 1922.
2. Classical Journal, p. 86, Nov., 1922.
3. Classical Journal, p. 86, Nov., 1922.

a large classical element. By way of example, an analysis of one hundred, fifty words which were especially current during the World War, shows a classical element of about 75 per cent; --some of these words are: "militarism", "kultur", "mobilization", "atrocitv", "submarine", "morale", "profiteer", "mandate", "self-determination", "reservation", "bonus".

Of the two thousand, six hundred, twenty-six words, excluding proper names which compose the four books of Caesar's Gallic War, 87.3 per cent have what may be termed fairly common English derivatives; 5.8 percent have rare derivatives a total of 93.1 per cent.

During the third century B. C. as Latin literature came into being its productions were also used as texts of study. Much later in the centuries, the orations of Cicero and the poems of Vergil and Horace were similarly employed. It was during this period that the great possibility of the use of their language for prose composition, dawned upon the Romans. Similarly to those of Athens, the republican institutions of Rome were greatly amenable to the task of public oratory, the development of which contributed chiefly and more than any other agency to shape the Latin language into the correct form for the various types of prose.

Cicero, the greatest of Roman orators created a style for Latin prose composition which has been admired and imitated by men of letters even to our own day. Latin in his hands became a magnificent instrument for the expression of human thought. Beside the historical interest, Cicero's letters are superb

examples of good letters. Observe the deep thought imbedded in such simple unstilted language as: "Quid igitur timean, si aut non miser post mortem aut beatus etiam futurus sum? Quamquam quis est tam stultus, quamvis sit adolescens, cui sit exploratum se ad vesperum esse victurum? Quin etiam aetas illa multo pluris quam nostra casus mortis habet; facilius in morbos incidunt adolescentes, gravius aegrotant, tristius curantur. Itaque pauci veniunt ad senectutem; quod ni ita accideret, melius et prudentius viveretur. Mens enim et ratio et consilium in senibus est; qui si nulli fuissent, nullae omnino civitates fuissent. Sed redeo ad mortem impendentem. Quod est istud crimen senectutis, cum id ei videatis cum adolescentia esse commune?"

The above passage when translated reads thus: "Why then should I fear if I shall be either wretched or even happy after death? Although who is so foolish, however young he be, as to feel assured that he will live until evening? Moreover, that period of life has many more chances of death than ours. Young men fall into disease more easily, they become more seriously ill; they are cured with more pain. And so few arrive at old age. If this did not happen it would be lived better and more wisely. For there is mind, reason, and judgment in old men; and if there had been none of these, there would be no states at all. But I return to impending death. What is that accusation of old age when you see that this is common to early manhood?" 1

Julius Caesar, an able statesman, has been accorded fame as an orator, only Cicero among the Romans, having excelled him in this art. His invaluable Commentaries on the Gallic and Civil

1. Cicero's "De Senectute," by E. S. Schuckburgh, M.A. p. 49., The Mc. Millan Co., N. Y.

wars are highly praised for their simple, concise style and their mastery of the art of rapid narration. Observe his style here: "His nuntiis litterisque commotus Caesar duas legiones in citeriore Gallia novas conscripsit et in ita aestate, in ulteriorem Galliam qui deduceret, Q. Pedium legatum misit. Ipse, cum primum pabuli copia esse inciperet, ad exercitum venit."-----"Caesar disturbed by these messages and letters levied two new legions in hither Gaul and at the beginning of summer, he sent Q. Pedius, an ambassador, in order that he would lead out (the army) into farther Gaul. He, himself as soon as there began to be supplies of fodder, came to the army."

Vergil, the most renowned poet of the Augustan Age, has favored posterity with the Aeneid especially among his works. Horace, an imitative poet, made what he borrowed from the Greeks, his own, by the added beauty which he gave to it.

In Tacitus and Livy the Romans possessed productions of two great historians who are widely read and considered authorities in the field of education to-day. To Livy is credited the rank of the most eminent writer of the Augustan Age. Tacitus a man of genius, in his history of Rome from Tiberius to Domitian, attained the crowning point of his labor.

The Roman Catholic Church which spread out from Rome, and of which Latin was the official language at the height of its power, ruled spiritually over all western Europe. Italy and Sicily, the larger part of Spain, France, Germany, Hungary, Poland, the British Isles, Denmark, Sweden, Norway and Iceland yielded obedience to the Pope of Rome. "Modern World" by Betten

and Kaufman gives this account: "The same language too, was used in all the Church services in all the various nations, with insignificant exceptions. It was this employment of Latin by the Church that secured to the Roman tongue, its place as the language of science and thus helped bring about a further unity, namely that of literary and educational endeavor." 1

After the fall of the Roman Empire, 476 A. D., the Church was the chief agency through which the Latin language was perpetuated;--this being done by Latin becoming the language of Christian worship, the language in which the ritual was read by the priests, in which the hymns were written, and in which the theological discussions were carried on. As a matter of fact, we know that at the present time, Latin is universally employed by the Church as the language of its liturgy and rituals.

On this point, Webster, in his Early European History says: "Throughout the Middle Ages, Latin continued to be an international language. The Roman Church used it for papal bulls and other documents. Prayers were recited, hymns were sung and sometimes sermons were preached in Latin". 2

In connection with the above information, Webster states the following, concerning the Latin language: "It was also the language of men of culture every where in western Christendom. University professors lectured in Latin students spoke in Latin, lawyers addressed judges in Latin and the merchants in different countries wrote Latin letters to one another. All learned books were composed in Latin until the close of the sixteenth century. This practice has not yet been entirely abandoned by European

1. pp. 157-158, Allyn & Bacon, Boston, N.Y., Chicago.

2. Early European History by Hulton Webster Ph.D., D.C. Heath and Co., Publishers; Boston, N. Y., Chicago.

scholars." 1

In Medieval times, the universities were completely cosmopolitan. One language, Latin served for the lectures as well as for daily intercourse among professors. Pupils in the common schools learned enough Latin grammar to read religious books and studied arithmetic by Roman notation.

During the period of scholasticism, the philosophy on which the scholastics relied was chiefly from Aristotle, whom Christian Europe read first in Latin translations from the Arabic.

The Renaissance of the fourteenth and fifteenth centuries which gradually transformed medieval civilization into that of modern times, meant among other things a revival of men's interest in the literature and art of classical antiquity. Having its beginning in Italy, it extended in its greatest extremity to all western Europe. Sincere interest was taken by all Italians in Roman civilization,--literature, art and law being included. With the rise of the universities at this time, there was a possibility for the study of a fairly extended course in Latin at more than one institution of learning. The poems of Homer were read only in a Latin summary and even Aristotle's writings were studied in Latin translations. Reverence for the classics is clearly expressed in the poems of the Italian poet, Dante.

Petrarch, a younger contemporary of Dante, who is considered the first modern scholar and man of letters, pursued only classical studies. In a letter to a friend he said impressively that he had read Vergil, Horace, Livy and Cicero, "not once but

1. Early European History, p. 554.

a thousand times, not cursorily but studiously and intently, bringing to them, the best powers of my mind. I tasted in the morning and digested at night. I quaffed as a boy to ruminate as an old man. The works have become so familiar to me that they cling not to my memory merely but to the very marrow of my bones". 1

He himself has written many Latin works and served as an important agent for the spread of a knowledge of Latin authors. In his task of recovering ancient manuscript, he traveled widely in Italy, France and other countries. He was pleased to have come upon two lost orations of Cicero in one place and in another place, a collection of Cicero's letters.

Particularly in the fifteenth century, during the period of Humanism, a remarkable zeal was aroused in the classics. Scholars admired intensely the fresh original and human ideas discovered when they perused the pages of Cicero, Horace, Tacitus as well as Homer and Plato.

From Florence, Humanism spread throughout Italy, and there was a recovery of ancient manuscripts from monasteries and cathedrals, where they had often lain neglected and blackened with the dust of ages. Nearly all the Latin works now extant were brought to light by the middle of the fifteenth century. Libraries were established wherein these recovered manuscripts could be stored and made accessible to students, professorships of the ancient languages were endowed, and scholars were given opportunities to pursue their researches. Even popes assisted the cause of Humanism,---one being the founder of the Vatican

Library at Rome.

The Humanistic movement gradually influenced profoundly the "Faculty of Arts" in the universities Training the young students to a proficiency in classical Latin as well as Greek, and to a certain degree of familiarity with the literatures of both these languages, was the chief aim or purpose of this faculty. For several centuries, Latin remained the necessary condition for the study of all the higher branches. From the universities, the study of the Humanities was taken up in the lower schools.

Too, during the sixteenth and seventeenth centuries, Latin was considered of major importance in the schools and universities--a result which was in keeping with the new and beneficent awakening of all Europe to the urgent necessity of a higher education. It was also an almost universal creed that the best scholarships required Latin as one of the subjects of study.

We are all aware of the fact that at the present time, Latin occupies a place of prominence in modern education. A student preparatory to college work, still endeavors to familiarize himself with the etymology of Latin words, the syntax of Latin sentences, the rhythm of Latin verse, and the thoughts of Latin authors. But this significance of Latin does not cease here;--every man of letters has an intimation that the culture which can be attained only through the study of the Latin language and literature, must necessarily precede his success as author of his own language.

Let us observe some of the quite recent opinions and investigations of a few of the present day supporters of the classics, keeping in mind the importance of Latin as a classical language.

In an article, "The Place of the Classics in Our Schools", Mr. Payson Smith, Commissioner of Education for Massachusetts, views the situation somewhat in this manner: that in secondary education, the real value of the classics as an aid to the development of the individual youth, must be emphasized. This emphasis is necessary since one of the most important aims in education is to assist each generation in attaining and extending to succeeding generations, those things the value of which in the lives of men and in the development of civilization has been attested by study and experience. He contends that the classics are valuable from three important points of view.

First, it has been proven conclusively that these subjects which help in expression are of greatest value. And since the classics have beneficent influence in this regard, there should be more thorough instruction in the language arts.

Again to many students, a study of the classics serves as a basis or guide for the fields of activity or vacations for which they possessed the greatest efficiency or adaptability.

As a third point, a study of the classics familiarizes youth with the development of our common citizenship through a study of the past experience of the world--a procedure which must be taken if well--informed citizens are desired and are to be an important asset to their country. Who of us to-day will

deny the fact that if a thorough knowledge of the genesis and development of our American government is to be had, that undivided attention must be paid to the foundations upon which our governments rest? Is not classical study to a great extent the avenue through which such knowledge can be acquired? How can this knowledge be effectively impressed if not through a study of the classics in secondary schools and colleges?

As a means of helping the individual youth to a more complete measure of his development, as a means of opening to him a life of more complete usefulness in a wide variety of vocations and especially as a means of enriching the service of each generation with the fullness of the experience of those of the past, the classics need no defense; they are imperatively needed.¹

In defense of the classics, Professor of Psychology in the University of California, George M. Stratton, says: "Few would question that the classics have in the past made a notable record in education. That such study carried with it transfer of training in large amount, is clear as daylight without any formal investigation-----"

The large number of students who do not carry Latin beyond the second year present a difficult problem. We shall heartily agree that every legitimate effort should be made to give full value for time expended to all who take Latin, even for so short a period. Without the help of any special investigation, it is clear enough that some readjustment may be called for at this point.

1. The Classical Journal, Oct., 1922, pp. 19-22, The Torch Press, Cedar Rapids, Iowa.

But this is a very different thing from assuming in advance that Latin as an end in itself must be given up, on the ground that it carries with it no appreciable transfer of training. When manifestly adequate and unprejudiced investigation has shown that such transfer does not exist, it will be full time to consider abandoning Latin as an end-----1

At a dinner at Ritz Carlton Hotel, New York, February 21, 1923, Sir Frederick Kenyon, Director of the British Museum, representing the Classical Association of England in a talk, "The Classics and Modern Life", expressed their cooperation in the support of the classics as a vital item in the civilization of the world. He was rather convinced that he confirmed the opinion not only of those who teach the classics but also of vast numbers of men of diverse occupations in life--politicians, lawyers, historians, philosophers, mathematicians, natural scientists, etc., that certain elements in our spiritual and intellectual development would be unfortunately neglected were these elements deprived of a peculiar excellence which Latin as well as Greek lend to them. Quite contrary to the general belief that these languages are dead ones, he contends that they as well as their corresponding literatures possess as much vitality as any modern languages and are more profoundly rooted in our intellectual being than any modern language. These languages are not merely the origin or source from which our modern literatures, our modern civilization have sprung but rather survive as fountains pouring forth the best in human thought and in human action.

A most interesting fact Sir Frederick notes, is that for the past twenty years, in addition to the vim that has been put into education with its remarkable progress, there are those who represent studies other than the classics who regard the classics in a favorable light. Before this time, and particularly by leading representatives of natural science, a vigorous attack or severe criticism of the classics was made; --the objection being that the five or six years expended in the mastery of grammatical rules, was useless to ninety-five per cent of students, to whom these studies were of no service in later life. Natural sciences and modern languages being useful subjects, were offered as worthy substitutes for Latin and Greek. But at present, the tone as stated above is entirely different.

Further as a direct quotation of Sir Fredrick: "The whole claim for the importance of the classics rests on the basis that there is no substitute for first-hand knowledge-----"

I am anxious to enforce the essential modernity of classical studies. Here in a modern country, in a democratic country, you can plead no more modern, no more democratic course, than the wide dissemination of classical studies. In this country you believe that all have a right to every opportunity. But how can your young men have the opportunity of acquiring that element of intellectual culture, of spiritual force, of entering that world of magnificent experiences, and great aspirations, and great achievements, if the opportunity of learning the language in which these treasures are

enshrined is denied them? Side by side without colleagues in other subjects, it is our duty to see that intellectual culture, the training of mind and of character, is not swamped beneath waves of materialism, that to every boy and girl is given so far as is humanly possible, the chance of making the best of those faculties of mind and spirit that God planted in them-----

We believe that we have in the Greek and Roman Classics, an instrument of unique power and quality for the training of the mind and the enlargement of the intelligence. Matthew Arnold has said that in education it is above all things, necessary that man acquaint himself with the best that has been thought in the world.----- We know also that in the Latin language we find an incomparable training in logical thought and clear expression, as well as the foundation of all the principle modern languages.-----And we know that the Roman Empire was the framework on which all our modern civilization was moulded and that no imperial nation can afford to neglect the lesson which may be learned from its experience.¹

As a result of a classical investigation made by the Advisory Committee from the American Classical League, it was found that the number of secondary school pupils studying Latin is vastly greater than the number who study Greek, and their adopted program assumes that Latin will continue to be taught in the schools as an instrument in the general education of hundreds of thousands of boys and girls in the junior and senior

1. Classical Journal, pp 491-500, May, 1922.

high schools of the country. 1

An investigation of the record of ten thousand candidates, by a College Entrance Examination Board, in 1921, showed the following tabulation of these persons, when divided into six groups, according to the number of years which they had studied Latin or Greek: 3 years Greek, 2 years Greek, 4 years Latin, 3 years Latin, 2 years Latin, no Latin. 2

A score-card for evaluating the various objectives year by year was devised by Dr. Barclay C. Bradley of the College of New York City. This score-card containing nineteen objectives was widely circulated during the year 1920. Miss Alice D. Hare of East High School, Columbus, Ohio, has made a preliminary tabulation of the returns from one hundred seventy-one teachers. A unanimous or nearly unanimous opinion of the teachers is that the three most important objectives for the first year of Latin are:

1. Increased knowledge of the principles of English grammar and increased ability to speak and write English correctly.
2. Increased ability to understand the exact meaning of English words derived directly or indirectly from Latin and increased accuracy in their use.
3. The development of generalized habits (e.g., sustained attention, accuracy, orderly procedure, thoroughness, neatness, perseverance, etc.)

The three objectives ranked highest for the second year are:

1. Classical Journal, p.548, June, 1923.
2. Classical Journal, p.549, June, 1923.

1. Increased knowledge of the principles of English grammar and increased ability to speak and write English correctly.
2. Increased ability to understand the meaning of English words, derived directly or indirectly from Latin and increased accuracy in their use.
3. Increased development of the power of thinking and expressing thought, through the process of translating from Latin into adequate English.

The three objectives ranked highest for the third year are:

1. Increased development of the power of thinking and expressing thought through the process of translating from Latin into adequate English.
2. Increased ability to read English with correct understanding.
3. Increased ability to understand the meaning of English words derived directly or indirectly, from Latin and increased accuracy in their use.

The three objectives ranked highest for the fourth year are:

1. Increased development of the power of thinking and expressing thought through the process of translating from Latin into adequate English.
2. Increased ability to understand and appreciate reference and allusions in English literature and current publications to the mythology, traditions and history of the Greeks and Romans.
3. Increased ability to read English with correct under-

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standing. 1

In his annual report for 1921, President Nicholas Murray Butler of Columbia University, stated his belief that in the near future, there would be a re-examination of the value of the ancient classics as educational instruments.

Favorable criticisms of the value of the classics by teachers in various professions at the University of Michigan, who have had the fullest opportunity to judge the value of studies by their results, have made statements as follows:

President Emeritus H. B. Hutchins, formerly Dean of the Law School, would give a prominent place to the ancient classics in preliminary law courses, for they require the strenuous study which is necessary for preparatory study for law. The careful translations provided by the classics give the effective mental training so needed by the student at law and demand the necessary cautious and continuous application. The resulting skill in the use of language and the comprehension of shades of meaning promoted by such subjects, anticipate the interpretation of law and the preparation and interpretation of legal instruments, to which the lawyers professional life should be devoted.

The fluent use of English which results chiefly from a study of the Latin language must be acquired along with good legal attainments by men who, in order to be the most efficient at the bar, must be able to write and speak simple clear, concise and forceful English.

Too, it is an advantage to the law student to be able to

interpret instantly without special study, the many Latin terms so current in the literature of law. A lawyer should be more than a lawyer. He should be a well educated gentleman, possessing a culture which broadens him and enables him to have an appreciative sense of the value of things outside of the narrow limits of his specialty,---a culture instilled by a study of the classics. 1

Henry M. Bates, Dean of the Law School thinks Latin and Greek are beneficial as studies for the prospective lawyer because:

1. Success for the lawyer demands that he be a man of broad culture, cultivated imagination, and have some familiarity with the great literatures of the world.
2. The study of the classics trains the student to concentrate effectively, and to exercise will power in overcoming difficulties;---qualities which are of the utmost importance to the lawyer--.
3. The power of correct interpretation of classical context is synonymous with the lawyer's ability to construe a Supreme Court opinion, a Constitutional clause or statute,---almost the same faculties being exercised.
4. A study of the classics will facilitate the understanding of legal reading matter as many legal terms are taken from the classical languages, chiefly Latin. 2

Hugh Cabot, Dean of the Medical School, considers a knowledge of Latin and Greek imperative for the study of medicine which always involves important words of classic derivation.

1. Classical Journal, pp. 29-30, October, 1923.

2. Classical Journal, pp. 30-31, October, 1923.

A knowledge of these languages above all, provides a broad educational background for those engaged in this profession. 1

Mortimer E. Cooley, Dean of the College of Engineering and Architecture, finds that men with a classical background attain the greatest degree of success as engineering students when compared with men who have not this training. Hence he expresses a preference for such men. 2

John R. Effinger, Dean of the College of Literature, Science, and the Arts says: "It has been my general experience that the students entering college with the best preparation, the broadest outlook, and the best understanding of the real meaning of education, have almost always studied Latin or Greek as a part of their preparatory work". 3

Alfred H. Lloyd, Dean of the Graduate School says emphatically that these languages are important factors in education; --a fact which he has learned through personal experience and observation of the work of others. It appears that the classical students are better educated not merely in the general sense of culture, but also in the sense of better preparation for their particular professions or occupations. 4

Marcus L. Ward, Dean of the College of Dental Surgery, stated that that College required Latin for admission and likewise the state Board of Michigan made such requirements for the license to practice dentistry. A knowledge of Latin is essential he says, to the practice and to the study of dentistry not

1. Classical Journal, pp. 31-32, October, 1923

2. Classical Journal, pp. 32, October, 1923

3. Classical Journal, pp. 33, October, 1923

4. Classical Journal, pp. 33-34, October, 1923

only from a cultural view, but also from a very specific standpoint. 1.

Professor of English, A. H. R. Fairchild of the University of Missouri, believes that it is possible to improve the written and spoken English of the average student through more Latin, first, by a knowledge of grammar; second, by practice in relative subordination; and third, by a recognition of the power of verbs. 2

Thus we find the Latin language is, as it has always been a living language to all civilized nations. The writings of the Romans,--their literature,--have persisted through ages and remain for us to-day, objects of mental culture and education in the comedies of Plautus and Terence, the historical works of Caesar and Sallust, of Livy and Tacitus, the poems of Lucretius and Vergil, the satires of Horace and Juvenal and the masterly orations, the versatile letters and the philosophical essays of Cicero,--all of which have served as valuable inspirations to nearly all the great authors of modern times;--Dante, Moliere, Goethe, and Milton. Latin has imparted much new life to many colleges and universities and there is a great probability that in the future this subject linked with the study of European civilization, will attract worthy minds more and more to the field of its study. It is a significant fact that even the rule of Rome having passed away, the language, the thoughts and the spirit of its people stand out as a means of enriching the intellectual life of the world.

1. Classical Journal, pp. 34-35, October, 1923

2.