WHY TEACH LATIN?

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It is increasingly clear that the study of the classics is steadily disappearing in this country. Several factors combine which are beginning to force the classics, especially Latin, out of many curriculums. It is time that we as educators and Latin instructors make a concerted effort to examine and hopefully to quell these forces which are causing administrators to remove Latin from their programs. As concerned professional educators I believe that we must also study the reasons for the students' lack of interest in pursuing an education in classical studies. Finally, our ultimate goal must be to find the means by which we can maintain and increase enrollment in this valuable area of study. The Latin language is too great an asset in education for us to stay inactive while it can still be saved.

One reason which is used to justify the removal of Latin from the high school curriculum is that Latin is required for admission by very few of our colleges or universities. Since our educational system seems to often have college as its goal, the result is that little attention is paid to those areas of study which have been deemed unnecessary. It is regretful that the administrators seem to disregard those students whose education will end with their completion of high school. Certainly, it is not unlikely that many of those students who study Latin in high school will decide to go on to a college or university. If so, I am sure they will find their background in Latin quite helpful. However, those high school students who do not wish
to continue on to a college or a university can procure just as many benefits from Latin study. I believe that the knowledge, both direct and indirect, which is attained through Latin study will aid these students in whatever position they may accept after graduation. It is disturbing then that many administrators feel that their programs need to be designed with the advancement to a college or university in mind. It has been aptly stated by Mr. Shousse, a Latin instructor,

Whether the high school pupil is preparing for work requiring broad technical training or is to engage in pursuits requiring no formal training beyond high school, the enriched vocabulary, the ability to appreciate and to make good distinctions in the use of English, and the improved mental habits that are the inevitable results of good Latin courses are outcomes that justify keeping the subject in the high school programs today.

It is also evident that no other subject makes so great a contribution to an accurate and broad vocabulary as does Latin. 2

It is time that administrators realize that the day is past when Latin is or should be set up as a hurdle to be leaped by only a few survivors. Whether a student decides to further his education at a college or university or whether he decides to end his education with high school, the study of Latin will give him many practical values which will prepare him for more intelligent living.

Another reason for dropping Latin from the curriculum is the increasing belief formulated by educational theorists which states that the classics are of little importance in the modern world. These theorists believe that the emphasis should be placed on courses with a more "practical" value. The question that we must then ask is this, "Is education merely a process of acquiring information which may or
may not be helpful to us individually, or is it rather aimed primarily at producing habits which will help us cope with any problem in life?" I feel that education is, or at least should be, following the latter course. If this is the case then the mind needs a vast resource of past heritage to furnish the material on which it will exercise itself and by which it will shape its course.

Let us consider then what subjects would best lend themselves toward the attainment of this goal. Our school officials would say that we need study in the "practical" fields such as mathematics and science. This "practical" area of study would naturally include courses in English literature and grammar, in the history of the United States, in geography, and in mathematics and science. On one hand is it not true that only a basic knowledge of science and mathematics is needed for the practical purpose of living? On the other hand who could lay a better claim to the foundation of the English language and the basis for government than the civilizations of Greece and Rome? Also, what about the value contributed by the art, literature, law, architecture, and thought of Greece and Rome? No thoughtful person could deny its value. The point being made however is not so much on the merits of each subject, but rather on the importance that one student will perhaps get his best mental training from science or mathematics while another will gain the best training from the study of the classics, depending upon the type of mind that that student possesses. If this is admitted then there will be no logical reason for regarding Algebra, Geometry, Science, or American History as any more important "practically"
or as a prerequisite for college than is the study of Latin and the classics. It is just as unreasonable to demand all students to pass entrance tests in Science and Mathematics as it would be to demand all to pass tests in Latin.4

Many people talk against Latin and many of those who advise against it have no personal knowledge of its values. Not infrequently the opposition is prompted by an interest in another subject taught by the objectors. I strongly believe that there should be an area of classical study within our educational system. I am referring here not only to a study at the college or university level, but even more importantly a study available in our secondary schools. To make this possible much must be done, but the first step is for those of us who know the benefits of Latin to give that subject the commendation and support it deserves.

I feel that it would be beneficial for all teachers of the classics to develop a basic creed which will enable them to give their area of study the support it deserves. I personally believe in the classics as an invaluable contributor to exactness in every realm of life. It is true that for exactness of thought, for perfection of thought, for comprehension of the language a thorough grounding in our own language's basis is necessary. It is also true that an adequate vocabulary is needed even to retain one's self-respect. Latin is an effective instrument in teaching boys and girls to think with this degree of precision and continuity. It is also effective as a means of developing facility in the verbal expression of ideas.5
I also believe in the classics as an important aid to the appreciation of beauty. Although the ancients only occasionally talked about the conscious search for the beautiful they accomplished a far greater thing -- they achieved the beautiful. They left behind them works of art so perfect that subsequent generations have made pilgrimages to them as to a shrine. They have also left us incomparable pieces of literature which have acted as models and sources of inspiration for hundreds of authors. The ancient civilizations of Greece and Rome also left us with the foundations for much of what is included in the law books of today. They also provided us with backgrounds in science, medicine, astrology, and masonry.

I believe that the study of the classics is an important aid in the building of a finer civilization. I am convinced that classical study will develop within the individual student a cosmopolitan feeling -- a sympathetic feeling for the points of view of others. The study of any foreign language or culture will enable the student to cease to consider another person strange or "barbaric" because he speaks, thinks, or acts differently from what that student is accustomed to. If an individual can develop this type of attitude of acceptance toward those of different cultures, I feel confident that this attitude will extend itself to the acceptance of those persons whom he may meet during everyday life.

In the study of Latin I also feel that the student will increase the development of his or her own power of judgement. For example,
in translating from Latin into English there is a constant use of the mind. It is necessary for the mind to be alert and active, since one must compare the expression of ideas in one language and then weigh the value and scope of corresponding words in his own native language. No where else do you find such a valuable use of the power of judgement. The study is further benefited if the foreign language is one from which one would derive some bases for words in the native language. This choice of foreign language for almost anyone speaking an Indo-European tongue would be Latin and Greek. Latin and Greek are the source of seventy percent of our English words, the mold for a large part of our idiom, and the depository of our heritage of religion, philosophy, literature and government.8

I believe that if Latin is taught thoroughly and with enthusiasm it will produce desirable habits that will benefit the student elsewhere in life. Students can and do make connections with words and ideas spontaneously, and no experimental psychologist will argue that point.9 I am firmly convinced that without this benefit of a long perspective, man will become a slave to the present.

The following words, so wisely spoken, come from a section of a speech given by a professor of science at Dartmouth College,

The greater success in college work which, as a class, those students who enter with classical training achieve over those who do not have it, is attributed not so much to the nature of the subject as to the fact that it has presented a task which has required concentration and hard effort for its solution. So other hard tasks are attacked with less mental shrinking and are carried through with more resolution.
Despite these facts and the other benefits of Latin previously mentioned, there has in some places been declines up to fifty percent in Latin enrollment. If strength is in numbers one would be unwilling to invest any more time in fighting the continuing deterioration of what is already the marginal position of classics in the schools of this country. But if one is convinced that genuine *virtus* is a matter of quality rather than quantity, one will have the courage to continue the struggle.9

It is true that all modern languages are undergoing constant change, and it requires no gift of prophecy to say that sometime in the future they may all be "dead." However, in the midst of this there emerges a striking phenomenon of a supposedly dead language -- Latin -- being the only one which has really survived unchanged. Latin will endure after all modern tongues have totally changed or disappeared. It will not, most likely, come into general use, but it will remain unaltered in a world where all else is changed. If we cease to pull apart the sentence structure, we will then be able to feel the full force of the Latin language. It is time that we diverge from the traditional emphasis put upon the intricacies of Latin grammar and begin to acquaint the students with some great classical literature in its original form. We as Latin instructors must make more time for the valuable study of the classical civilizations. We must take more time for the discussion of the experiences of ancient people in politics, government, and international relations. There must be more time for discussions about social life, about Rome's economy, about philosophic
and moral problems, and about the ideals and ideas of the ancient
Greeks and Romans. It is a definite failure of the present instructional
system to provide for this needed appreciation. If, as so often happens,
these areas of study are not dealt with until the third or fourth
year, you deprive the students of one of the most important benefits
of the study of Latin.

"Language," John Dewey says, "being the tool of tools, is the
cherishing mother of all significance." Latin in and of itself holds
a primary place in the significance of all language study. Nevertheless,
it is regretably true that the Latin programs today do not provide
the type of exposure to the full depth of classical study that is
necessary. Before discussing the type of steps which need to be taken
to improve the Latin programs, it is necessary to decide what benefits
one wishes to have the program provide. Only after establishing
primary objectives is one able to develop an adequate and beneficial
course plan.

If called upon to do so a teacher of Latin or, for that matter,
of any subject, must be able to explain the benefits and functions of
that area of study he or she is instructing. More importantly that
teacher must have a firm belief in the quality and usefulness of the
subject they teach. They must then be able to teach with enthusiasm,
to reach the students, and to relate their subject matter to the world
and to the individual. The teacher must also have a strong and sound
knowledge of his or her area of study. In short, the person who wishes
to teach must have desire, knowledge, learning objectives, and, in general,
a philosophy of education.

One of the first steps which needs to be taken before establishing a course plan is to decide and then be able to describe the functions of the subject to be taught. In this instance that subject is Latin. Three of the more important functions of Latin are as follows:

Firstly, the study of the classics should develop language consciousness. Language so often becomes an habitual thing. Language becomes something of routine and fixed response. Language, however, can be an instrument for the control and use of meanings, an instrument for the life of thought and reflection. If it is to be more than an habitual thing, then the user must be acutely aware of its significance as a bearer of meanings.

In relation to the formation of new words it is actually English which is dead, and Latin which is alive. If this drift in English word-making continues, the Latin element will become stronger and stronger. For many years Latin has been extremely important in the fields of science, law, mathematics, medicine, and astrology. With the modern advancement in these fields and others, and the constant discoveries being made, it is consequently necessary to introduce new words into the language in order to label and describe these new discoveries and inventions. It is easily proven that a vast majority of these words have their base in Latin. Take, for example, the field of aviation. We say "aeroplane" which is Graeco-Latin, and rarely do we say "airship" which is English. Then there are words such as "monoplane" which is Graeco-Latin, and "biplane" which is pure Latin that have no
English equivalents. In other words we never say a "one-deck-airship" or a "two-deck-airship". It is evident that a study of Latin and Latin base words is probably one of the best of all linguistic exercises.\textsuperscript{12}

Latin compels the student to realize, as the study of his mother tongue may never do, that words are living and vital things. They are the carrier-waves of thought itself. Here, in the study of Latin, words are scrutinized, sentence structure is analyzed, idioms are dissected; and this study must inevitably make the student word conscious. The study of Latin then will give the student a strong consciousness of the vital role of language in the thought life of man, and a sense of its value when used to the best possible advantage.

Secondly, the study of Latin should also be the means through which the student acquires command of many general ideas, making them his own and preserving them as instruments for mental uses. What is being referred to here is the meanings rather than the words. A word is only a symbol to which a meaning is attached, therefore the meaning is of primary importance and not the word. In short, the meaning is the soul of the word. The study of Latin compels the student to discriminate between the symbol and the significance, or between the word and the meaning. By analyzing, distinguishing, and discriminating meanings he enriches his own stock of significant ideas. He brings these meanings under his command and makes them available for future usage.\textsuperscript{13} It is necessary for all people to have easy access to a vast source of words, meanings, and ideas. This is true of all people -- those who attend college and seek a professional career as well as those
whose education ends with high school and their employment begins. No matter what position one may hold in life one will constantly be called upon to communicate with the people with whom one lives and works. The study of Latin will aid in developing the meaningful and easy speech that will be necessary for good communication. It will also help one to discover the many variations of meanings one word may carry in different situations.

Consider the word "authority". Here is a symbol which has a variety of complex meanings. Let a student think through and discriminate, and he will acquire a set of distinctions which will later prove themselves very useful. Here is where the great question of "transfer" begins. I believe that it is apparent that meanings once developed may then function in many situations. Latin develops for us a large store of these well worked out meanings. Since this is educationally one of the important services the teaching of Latin has to offer, teachers must make sure that this value is not lost in drill and routine. The Latin teacher must constantly seek to make the language a medium through which meanings may be discriminated, made concrete in reference, and fixed. The primary function should be to forge tools of conscious thought, not to discipline memories, to make words rich with connotation, not to foster mere verbal skills.14

Thirdly, the study of the classics provides a broader perspective for each individual. The classics touch upon life in many ways, and wherever they may happen to appear they illuminate and clarify. I believe that students should be given the opportunity to study classical
civilizations and to read about the experiences of ancient peoples in politics, government, and international relations. They should also be given the opportunity to explore the problems of the social life, economics, philosophies, and morals of these ancient peoples. Finally, they should be lead to discuss the ideals and ideas of the Greeks and Romans. This study is quite beneficial due to the fact that these ideas, ideals, and political institutions of classical antiquity serve as basic models for modern times. It is also true that there is hardly a problem that besets the world today that was not, in some degree, dealt with by the great writers of Greece and Rome. The study of the literature of Greece and Rome serves to stimulate and to quicken interest in the same problems that were thought about by the great ancient writers. If, only in some degree, our outlook is broader, we owe this to the example, patience, and initiative of those earlier ages. We view the world with an ampler survey because we stand on the shoulders of antiquity.15

I firmly believe that these expressed functions of Latin are, in and of themselves, reasons enough to retain the study of the classics, especially Latin, in the curriculums. I am certain that if teachers of Latin will concentrate upon exposing the students to classical literature and vocabulary building and will allow the students to explore freely, classical studies will regain their importance in the educational system. Also, if Latin instructors will use wisely every minute of school time, it will be possible within a few years to make Latin students so distinctly better than non-Latin students in
all areas of their academic work that the world will again look upon Latin as an incomparable educational material. 16

The second step which must be taken to lead to the development of a new course plan is the stating of objectives. I am speaking here of a general, overall outline of objectives and not the immediate objectives which relate to daily classroom work. In other words, a set of stated objectives for the whole concept of higher education. I believe that those objectives set up by the North Central Association of Colleges and Secondary Schools which were published in 1927 are comprehensive, beneficial, and an excellent set of objectives to follow. Those objectives as written in 1927 are as follows:

A. Acquiring fruitful knowledge.
   1. Preparatory to acquiring other knowledge.
   2. Knowledge which functions directly in developing disposition and in discovering and developing abilities.
   3. Knowledge which is useful in control of situations of every day life.

B. Development of attitudes, interests, motives, ideals, and appreciation.

C. Development of definite mental techniques in memory, imagination, judgement, and reasoning.

D. Acquiring right habits and useful skills. 17

Although these objectives were drawn up during the year 1927, I believe that they aptly state the objectives of the educational philosophy today. The emphasis is not so much on learning per se, but rather on the development of the individual's abilities. These objectives then are quite relevant to the type of education we wish to offer in
our schools today.

After thinking about these objectives and remembering the functions of Latin which have previously been covered, I believe that it will be evident the the study of Latin does offer benefits in all areas covered by the objectives. For example, Latin makes excellent contributions to the development of desirable personality traits. The Latin literature abounds in examples of loyalty to standards of right living and the courage to act. The mastery of the subject itself encourages growth in habits of perseverance, clarity in thought, precision of expression, and suspense in judgement.

It is also true that the study of Latin contributes to the attainment of social objectives in education. In our democratic society the social phase of education, as described in the above objectives, is of great importance. If taken one by one it will be found that the previously discussed functions of Latin either directly or indirectly relate to the standard objectives of education. Since the functions of Latin and the objectives of education do correlate, one is then able to apply these objectives to Latin study. It is the duty of every Latin instructor to make an effort to apply these objectives to their own lesson plans in order for all students to gain the fullest benefits of Latin study.

Now that we have established a set of standard objectives, have discussed the functions of Latin, and have substantiated the belief that Latin should not only remain in the curriculums but also increase its enrollment, it is necessary to discuss ways in which the existing
programs can be improved. It will most certainly be said that Latin is a dying and all but non-existent language. It is our job as Latin instructors to prove those people wrong who believe that Latin is a "dead" language. It is often helpful to remember that Latin has had a continuous history of uninterrupted use from prehistoric times down to the present day, and the Modern Romance languages are not, truly speaking, derived from Latin they are Latin. Antoine Mullet, the great French linguist, described it this way,

If then two languages present in their grammatical forms, their syntax, and their vocabulary an ensemble of definite coincidences it is because these two languages in reality form only one. The resemblances of Italian and Spanish proceed from the fact that these two idioms are both modern forms of Latin. French resembles them still less and yet it is also modern Latin.

It is true of course that in classical Latin we have a somewhat conventional literary form of the language, not quite venacular even in Cicero's day. I would say that it is not highly practical to teach people to speak Latin, however it is highly practical to teach people to read, understand, and appreciate Latin and the ancient civilizations. If this conception of Latin as a living organism is accepted then we must avoid all things which are stereotyped and seek ways for teaching that will make for interest and liveliness in the Latin classroom. 18

It will be argued that the knowledge which one derives from the study of Latin can be learned outside the Latin classroom. The objectors of the classical program will insist that the easy ability to spell English words of Latin derivation and the building of a
broader vocabulary does not need to be learned in a Latin classroom. They will also profess that knowledge of Roman literature and a general knowledge of Roman government, life, religion, and mythology can be learned through translations read in other courses. It is certain, however, that these bits of knowledge are bound to be diluted and polluted when procured so far from the actual source. As stated by one Latin professor, "We should not ask the child to drink from the river when their thirst can be quenched with one cup of pure water from the spring." 19

If we are going to win the battle against the objectors of the classical program, then we as teachers must play an active, constructive, and leading part in the revival of the Latin program. A functional rather than formal approach to the teaching of such details as pronunciation, vocabulary, forms, and syntax must be adopted. This is easily said but hard to put into practice, especially by teachers who have themselves been taught on the grammar method. The challenge is to develop class structures in which classical antiquity and the Latin language can be studied for its fullest significance. This challenge is one which must be met if Latin, an extremely valuable educational material, is to survive.

I believe that the first step which should be taken to meet this challenge is to begin to cultivate the ability to read and understand Latin as a living language. The goal should be to have the students comprehend the Latin directly and in the Latin word order rather than indirectly and in the English word order. If asked, "Should we teach
our students to read Latin?", the answer should be an emphatic, "Yes!"

The indispensable and primary objective in the study of Latin is the progressive development in the ability to read and understand Latin. By making this the immediate objective of the Latin class we still must not ignore the other aspects of the Latin program. The vocabulary and grammar of Latin will be learned in direct correlation with the reading and not as isolated bits of information. The appreciation of the literature will be greater since it will be read as it was written and not dissected, deciphered, and then transposed into English. Finally, there will be more time for the discussion of the Greek and Roman antiquities. I believe that without this approach to the study of Latin it is not to be expected that any of the ultimate goals will be attained. The ultimate goals being the development of a more intelligent student who will possess greater tolerance and a broader perspective.

The ability to comprehend Latin as Latin involves a vast range of equipment and training. The student's success for direct comprehension depends upon the range and quality of the facts that he can bring to bear on the Latin. His success also depends upon the keenness of observation and the orderly thinking with which the facts are applied. It is in relation to the teaching of these basic facts that caution needs to be applied. What if in trying to teach our students these facts we also teach them to hate Latin? Too often a student's interest in Latin is destroyed by the teacher who becomes too involved in the "facts" of the language. The student seeks to learn those facts which
will enable him to read Latin, and we too often give him only grammar and syntax.

Let us be honest with ourselves and see what aids to learning to read Latin as Latin a student is likely to discover in the methods of instruction used in Latin classes today. From the first day to the last the classroom and homework activities involve for the most part these things:

1. Learning and drilling on the near equivalents of a list of Latin words.

2. Learning and drilling on a list of Latin forms vertically arranged, with English near-equivalents for each form at the right.

3. Learning and drilling on a series of rules of syntax, with English examples which often do not illustrate the Latin principle involved.

4. Transposing and transverbalizing a series of Latin sentences -- almost meaningless in themselves and without any discoverable connection with each other.

To ask ourselves what aids for reading and comprehension the student receives from this program is to answer it -- virtually none.21

I do not believe there will be found even the first fundamental step in beginning to read Latin, and that step is to say what one sees. There will also not be found any aids to the development of vocabulary learned in context and not as a Latin-English equivalents drill. Finally, there has been no time allowed for the discussion of the literature which has been read. If the object is, as it should be, to teach the student to read Latin as Latin, I insist that this is the wrong approach. As Latin instructors we should take to heart
the saying, "When in Rome do as the Romans do," and design our teaching techniques accordingly.

From the outset particular attention should be given to developing the ability to take in the meaning of each word -- and so, gradually the whole sentence -- just as it stands. An essential prerequisite for the ability to read with ease is a knowledge of vocabulary for free application. The student must be able to recognize close to eight out of ten words without the use of a dictionary.

I suggest that we make the attainment of vocabulary slow and enjoyable. First, words should be learned by practice in actual reading, not memorized as vocabularies. Second, new words should be introduced at regular intervals and not in a mass. Third, written work on the vocabulary should not be required unless the writing helps them read and understand. Following are some ideas which may help to develop a broader vocabulary:

1. The students in the first few class days learn the meaning of some basic Latin words and are given practice in hearing, saying, seeing, and, perhaps, writing these words in sentence context.

2. The students should read much well-graded Latin which introduces only a few words at a time.

3. The students give oral answers to questions which are designed as to require the student to use the new vocabulary words.

4. The students commit to memory Latin stories or parts of dialogs which contain the new words.

5. The students should be encouraged to relate the word with a definite object, act, or quality rather than a near-English equivalent.

In other words, the student should develop his vocabulary in connection
with his reading. The vocabulary should be taught in relation to a whole thought and not as a single vocabulary word.

The second step is to make it a habit for the student to say what he sees. Saying what one sees is the most important step in learning any foreign language, if one is really going to read it.\textsuperscript{22} Saying Latin is of course not all there is to reading Latin, but no normal person can learn to read a language without saying the words of that language. Following are some classroom activities which will give the students practice in saying Latin:

1. The students as a group or as individuals read after the teacher each new Latin word in the lesson vocabulary or reading assignment.

2. The students as a group or as individuals read after the teacher each sentence in the reading assignments.

3. The students read and act out Latin dialogs and plays.

4. The students reply in Latin to questions which the teacher asks in Latin about objects in the room.

5. The students memorize Latin mottoes, proverbs, poems, and songs.

Notice that all the above activities are geared to what the student will do. No matter what the teacher says or does it is what the student does which will enrich his ability to read, understand, and appreciate the language.

The third prerequisite for the ability to read Latin as Latin is to be able to recognize accurately grammatical forms and to select the appropriate functions of that form in its sentence. The students
must also develop a working knowledge of Latin word order and develop skill in grouping words on the basis of form and function in order to make thought units. In sort, the prerequisites to comprehension are practice in hearing and saying Latin, early acquisition of an adequate vocabulary, and the ability to group words and interrelate clauses.  

Learning to recognize grammatical forms and becoming accustomed to the Latin word order are probably the greatest difficulties of all in learning to read Latin as Latin. In English, as is known, word order is highly important in determining the function of a word in a sentence, while inflectional endings are all but nonexistent. In Latin, however, we have just the reverse. The inflectional endings are of primary importance, while word order plays a secondary role. It is here that many teachers balk. They begin to feel that it would be wasted effort to try to teach students to comprehend a sentence in the Latin word order and even encourage them to transpose the sentence into English order. It is obvious that some changes in teaching methods are needed. Some suggestions for helping the students to recognize and apply grammatical forms are as follows:

1. The students should be able to associate form and function through first meeting the Latin grammar and syntax in sensible Latin sentences.

2. The students gradually begin to form basic rules from the forms and uses they have met in the Latin reading.

3. Students should be trained to anticipate certain forms in relation to certain "signals" or "signal words."

The most important thing to keep in mind is that the students should
meet with the grammar and syntax only in connection with their reading. After discussing the forms as found in Latin sentences, the students are then able to develop the general rules of grammar. Grammar and syntax should never be presented as rules to be memorized, but rather learned within the context of a Latin sentence.

Once the ability to recognize grammatical forms has been developed, the students must then develop the skill of grouping these forms into thought groups. The student can develop this skill by using these methods:

1. The student reads aloud a written passage and indicates by voice inflection and pauses the thought groups.

2. The student indicates in a reading assignment the major and minor word groups such as ablative absolute phrases, parenthetical clauses, and the like. (This is the first step in comprehending the passage.)

3. The students give oral answers to Latin questions so phrased that a given type of phrase or clause is needed.

In this way the general knowledge of Latin word order will be developed in relation to the work in grammar and in thought grouping. Some "rules" for "normal" Latin word order can be given, but the best training comes from merely reading and working through the Latin.

It should be noted that the skills of forming a broad vocabulary, learning the forms and functions of grammar and syntax, and becoming familiar with Latin word order are all to be developed in direct relation to the Latin reading. To dissect and isolate these forms, functions, and rules, in other words to become analytic, is to destroy
the students' interest in Latin and to destroy the power of the language itself. Any teacher who will provide this sort of language experience will greatly improve the students' chance of success in attaining both the immediate and ultimate goals of classical study. The teacher will also be repaid by the interest and enthusiasm shown by the students.

If Latin is, as I believe it is, the heart and soul of the Humanities, then our approach must be humanistic. The Latin program must encompass Latin studies as a whole, not merely a collection of grammatical facts. The skills in Latin grammar, syntax, and word order are merely a means to an end. This knowledge is worthwhile only if it is applied to the reading of the classics in their original form. Although the grammatical skills are important, I believe that the core of the Latin program must focus on what the ancients have to offer to those people who are alive today. Grammar and syntax should be stressed only to the point that it enables the student to appreciate and understand what has been read.

A large amount of class time should be devoted to Roman and Greek antiquities and private life. More extensive use must be made of problem solving exercises, and more interrelation needs to be made with the outside world and other subject matters. Discussion should be centered on a comparison and contrast situation with the past, and on the impact of classical civilizations on the modern world. It is through the study of Rome's literature that the ultimate objectives of classical study will be realized.
Classical literature is one of the greatest in the world, and in many ways the greatest in the West. It is the chief source and model for Western literature, and it is extremely relevant today. Every literary form was either brought to perfection or invented by the ancients including the novel which is the only form developed more fully since its revival in the Sixteenth Century. There is no doubt about the value of such writers as Homer, Vergil, Horace, and Propertius. Where would Shakespeare, Milton, Molière, James Joyce, Gide, or Camus be without the classics?27

The challenge for Latin instructors is to stimulate student interest in the study of the classics and to make that study relevant to them. We must appeal to the dramatic interest so strong in young people. Stories, dialogs, and short plays should be introduced early. Short poems by poets such as Catullus and Horace should be included. It remains true, however, that we also teach the classics of authors like Caesar, Cicero, and Vergil. It is here that a great demand will be put on the teacher's skill and patience. Students are keen observers of teachers, and they will quickly discover whether we as teachers read Latin works for pleasure or whether we read them merely to fulfill the requirements of our job.28

In order to make the reading enjoyable, one of the first steps is to read out loud and with feeling the original work. At this point, steps should also be taken to be sure the students are understanding the spoken Latin word. There are many ways to test comprehension and one should never be relied upon exclusively. One possible testing device
is to have the students metaphrase orally. After listening to the oral presentation, the students give an account of what has happened in the particular passage read. The idea is to get the feel of the work and not a precise English translation.

Students should be compelled to read and to read widely. It is only through exposure that any of the objectives can be attained. As the class reads, discussions which deal with various aspects of Roman life should always be encouraged. Let students write on how a modern person would react to situations spoken about in Rome, or how a Roman might react to what is going on in the world today. A Cicero class will learn of the political set-up in Rome, and they should then compare this with our own system and weigh the merits of each. The students must be forced to compare and contrast and, most importantly, to relate the Latin readings to what is pertinent to him as an individual.

The Latin teacher must be sure to cover a variety of authors. No where more than in teaching is "variety the spice of life". Some authors which could be read are:

- Horace
- Sophocles
- Seneca
- Catullus
- Herodotes
- Horace, Ovid,
- Petronius
- Epic Poetry
- Ironic Tragedy
- Essays
- Lyrics
- Gossip
- Bawdy Satire

In reading any Latin author, teachers must be careful to make due allowance for the personality of each author. Too often there is no discussion about the author himself, the time period in which he wrote, or his
universal affect. The students are taught that they are only reading Latin. It is here also that the observance of the grammatical style is important. In the classical language lies an elaborate system of moods, tenses, and grammatical forms which are important to the text. There is conscious employment of these forms made by the classic authors. Every tense and word form means more than the bare transfer into a near-English equivalent seems to indicate. We can not expect our students to obtain full benefit of their work in the classics if we direct their attention to surface translations and a mere accurate construction and labeling of sentences. We must interpret and in turn aid them to interpret. We must bring before them all the hidden beauties of the language, and lead them to see the art in the expression of an idea. We must aid them in the discovery of the inner meanings of such great value. If we are able to do these things we will be training not only the mind, but also the spirit. We will be broadening their point of view. We will be increasing their sympathy and appreciation for the struggles and successes of mankind and for the progress of civilization. In short, we will be building a person of finer character and greater intelligence.

The attitude of the students depends very much on the spirit with which the teacher presents the subject. We as Latin teachers must show the administrators, potential students, and the students presently in our classes that we are interested and enthused. It should be remembered that it is the Romans who are dead, not the language. It is man who is mortal, not his language or his art, Latin still lives in its
literary monuments. It still lives as a memorial of a great civilization. It still lives as a reservoir from which the vocabularies of many Indo-European languages are enriching themselves. It still lives as a source and model for much of our present law and government. Most importantly, it still must live as the invaluable instrument of education that it is.

It is true that many educational theorists have not been willing to grant Latin a high place in the educational system, nor as a contributor to social and practical values. If we are successful in our efforts these theorists will, in a burst of true honesty, admit that the study of Latin yields intellectual, social, and practical values of the highest degree.
FOOTNOTES


4 Ibid., pp. 93-94.


8 Ibid., p. 695.


14 Ibid., p. 17.


20 J.E. Stout, "Shall We Teach Our Pupils to Read Latin?", Classical Journal, XXIII (1928), 508.

21 Ibid., p. 509.


24 Ibid., p. 137.

25 Ibid., p. 140.


BIBLIOGRAPHY


Stout, J.E. "Shall We Teach Our Pupils to Read Latin?" Classical Journal, XXIII (1928), 505-510.