

of some old home. Here the lass of long ago gracefully mounted her prancing horse, not at all impeded by the flowing skirts of her riding habit.

All these delightful things which I found "on the attics" and about our Valley homes are holy reminders of days gone by. If we could only capture these priceless fragments of a revered past, and keep them forever and ever, what a joy it would be, the blessed old-time dreams and fancies and dresses and manners of long ago.

The letters, the books and the hopes of yesterday! Is it not the fragrance of reminiscence which haunts them and renders them more than sweet?

REBECCA SPITZER.

THE TEACHING OF CLASSICAL LANGUAGES

RECOMMENDATIONS of the survey committee of the American Classical League, recently in session in Washington, are reported in the *New York Evening Post* as follows:

The recommendations contained in a report to be published in a 350-page book next autumn, are the result of an exhaustive investigation conducted by leading educators of the country, with the cooperation of Federal and private organizations. The object of the research was "to discover our faults and improve our teaching methods."

One of the principal recommendations made is an increase in the number of Latin teachers for secondary schools. It is also suggested that the study of Latin, Greek and English or modern foreign languages be more closely correlated and that the secondary education be started two years earlier.

Need for Latin Teachers

So great has the revival of interest in the study of Latin in the secondary schools become since the World War that the future educational usefulness of Latin is largely dependent on finding means to supply the present and growing need of properly trained teachers, the report points out. A second important factor revealed in the present unsatisfactory situation is the imperfect arrange-

ment of the Latin course as now generally found in the secondary schools.

"The amount of material now included in the course is too large to be well taught within the time available and is not as suitably adapted as it should be and might be to the successive stages of progress of the pupils," continues the report.

Even more important, it is said, is the character of the teaching, and "facilities for this purpose, though somewhat more numerous recently, are utterly insufficient to meet the general need for training prospective teachers and for improving the training of our present body of teachers as well. There is plenty of evidence to show that the demand for Latin teachers, especially for better trained Latin teachers, is increasing rapidly and that the supply is so inadequate as to warrant deep anxiety."

Praise Results Under Handicaps

Another side to the picture "which is most gratifying to contemplate," is the fine results, obtained even under handicaps of the present system. It is pointed out that "in the record of the College Entrance Examination Board of the whole country for ten consecutive years 1914-1923 Latin stands near the head of the list, practically tied with French for second place and surpassed by Greek, which ranks first. It has the highest average record among the four subjects which have the largest enrollment of pupils."

It is further stated in this connection that "in so far as Latin and non-Latin pupils of admittedly equal initial ability have been tested experimentally in subjects outside of Latin, the Latin pupils usually make the better record."

While the rapid increase since the war in the enrollment of Latin students, to the extent that the "number of pupils in Latin is now a little greater than the combined number of pupils enrolled in any or all other foreign languages," is regarded as highly encouraging in that "the supply of Latin teachers, whether adequately or inadequately trained, is very insufficient and that small provision is made for training Latin teachers."

Training Apt Pupils Urged

Only one means to improve the situation lies within the power of present teachers, it

is said, and that is for secondary schools and college teachers and professors to be on the alert for "bright students with presumable aptitudes for teaching." These students should be encouraged to look forward to the classical career and should be guided in their studies to this end.

In contrast with the interest shown in Latin, the report says, "the enrollment in Greek is so small as to cause deep concern." The results in Greek, however, "are demonstrably and notably better than in any other subject in the academic secondary school course."

Regret is expressed that provision for the study of Greek is found in comparatively few secondary schools throughout the country. It is pointed out that Spanish is provided in thirty times as many public high schools as teach Greek, and is commonly acceptable as equivalent to Greek for admission to college.

With regard to the growing number of colleges which offer elementary courses in Greek, it is said "this work probably belongs in school and not in college and reduces the power of the colleges to go ahead with college work for all students taking Greek in college.

Study of Greek Favored

"We are not asking that pupils in our schools be compelled to study Greek, but that all who are fit for the study shall have the unhindered and really encouraging chance to take it. This good chance is not provided now.

"It is notorious that "the line of least resistance" is now being followed by crowds of students who seek the easier way through school and college."

The proposal is made that teachers of Latin should be trained to know Greek also and that full provision should be made to insure this result as soon as possible. "It will give us better teachers of Latin and will also provide for the training of Greek in many places where for economic reasons a separate teacher cannot be allowed for each language."

A large aspect of the question is the intimate relation of English to Latin and of Latin to Greek, which "offers valuable opportunities for teaching the three lan-

guages in much closer connection than is effected at present." It is pointed out that in the French secondary schools, or lycees, French, Latin and Greek are regularly taught by one teacher.

If this correlation is brought about "we may confidently expect that there will be less scattering and resultant waste in our teaching and that better progress will be made by our pupils.

"A similar comity in teaching should also be favored in respect to the modern foreign languages," the report points out. "The intimacy of French, Spanish and Latin is so close as to promise excellent results from co-operative or combined teaching."

Pointing out that there are nearly 50,000 teachers of foreign languages, classical and modern, in the schools and a much larger number of teachers of English, the report concludes that "the more the spirit of co-operation spreads among the teachers of all these languages, the more surely we may expect richer results in each language taught."

Preliminary to recommending that the secondary school course be increased to six years by beginning two years earlier, the report urges that the study of Latin be extended from four years to six years, also by starting two years earlier.

"By beginning two years sooner and continuing the study for two years longer than in present four-year course, it will be practicable to develop more deeply-rooted habits of accuracy and thoroughness, a larger reading of authors and greater facility in the reading and broader appreciation of the literary and historical influences flowing from the subject. It will also furnish those who go to college greater power to read college Latin with certainty and thus the opportunity to gain a larger first-hand acquaintance with Latin literature."

The warning is made that the six year course should not be broken into two loosely connected or disjointed three-year units. The investigators state that "the value of longer continuity in leading secondary school studies is commonly admitted, though not always appreciated.

"It is sometimes erroneously supposed that each successive year of progress in a

study is almost or altogether equal and is somewhat like piling blocks of the same size and shape on top of one another. This overlooks the two facts that the maturity of pupils ordinarily increases each year and that the results coming from a fairly well taught study are cumulative, so that for both reasons each succeeding year is usually more worth while than the year before it.

Each Years Work Cumulative

"Each added year thus represents the addition not of an equal but of a larger volume. It is not like the lengthening of a tube, but like the expansion of a cone—each following year starting with a larger basal-area.

The investigators declare that not only should the four-year term of secondary education be extended downward to two years, but that the reconstruction of American, academic education should begin with the secondary school. The four-year school "does not begin soon enough and does not last long enough" for properly developing the secondary education.

"Ours is the only important nation in the western civilized world which allows secondary education to begin so late and contents itself generally with only four years. This largely accounts for the undoubted fact, noted again and again by those who have studied the situation, that our boys and girls at the end of their secondary schooling are practically two years behind those who are of about the same age on finishing their secondary education in other leading countries. This is a great public loss.

"The history of our schools shows that the four-year term is due largely to the fact that our elementary schools were organized to conform to the Prussian *volkschulen*. This was a mistake, as the *volkschulen* were intended for children who were not to go further with their education.

Three-year junior high schools which are springing up are beginning to meet the emergency, the report says. The most serious factors in the new situation noted are "the general lack of teachers trained to do secondary school work and the absence of satisfactory correlation between the three-

year junior and the three-year senior high schools."

This development of a well-planned six-year secondary education "has a far larger significance than the proper development of Latin or of any other individual study. It presents the one available opportunity for putting our whole secondary academic education on a satisfactory basis.

"The secondary school, and not the university, is now the strategic center from which to attack the whole problem of reconstructing American academic education. England, France and Italy have already found this to be true in their educational reconstruction following the World War. This method for solving the whole problem is clear and it is most important that it shall be followed.

"If the principle of sufficient continuity in separate leading studies is consistently followed, it will naturally lead to adopting the correlative principle of coherence as regulative for arranging studies when taken together, whether concurrently or in sequence.

"If the two principles are followed steadily and clearly, the work of rationally organizing all our academic studies, both secondary and higher, will be well started on the way to complete accomplishment."

GIFTED CHILDREN IN AMERICAN PUBLIC SCHOOLS

The typical gifted child in the American public school has already mastered the subject matter more than 35 per cent beyond the standards for his age, but this progress through the schools has actually been hastened only 14 per cent, according to Guy M. Whipple, professor of experimental education, University of Michigan. To find out what is done for gifted children, the National Society for the Study of Education two years ago appointed a committee on the education of gifted children. The work of the committee is summarized in the Yearbook of more than 400 pages recently issued by the society.