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The Status of Latin in Kentucky

Mary Wells
Western Kentucky University

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Mary W.

1932
THE STATUS OF LATIN IN KENTUCKY

BY

MARY W. WELLS

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

AUGUST, 1932
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</tr>
</tbody>
</table>
CHAPTER I
PURPOSE AND SOURCES

With European schools as the pattern, it was natural that our first secondary schools should be the Latin Grammar Schools. In these, the teaching of Latin was the main objective. Gradually, there came a realization that American schools should meet to a greater degree the needs of the masses of America. The Latin Grammar School gave way to the academy, and the academy in turn to the high school, and many new subjects were added to the curriculum. However, the study of Latin, generally for four years, continued to be required for graduation from most high schools, and as a prerequisite for college entrance. Within the last century, the growth of small high schools and the changing conceptions of the purposes of a secondary education have taken the study of Latin from the required to the elective list of subjects.

The general purpose of this study is to investigate the status of the study of Latin in Kentucky. It is in detail a study to ascertain (1) whether Latin is an elective or required subject; (2) what per cent of high school students are studying Latin; (3) preparation of Latin teachers; (4) where Latin is elective how the enrollment in this subject compares with that of other subjects.

The information used was secured in two ways: (1) the following questionnaire was sent to the public high schools with three

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See p 3.
or more teachers and to the private secondary schools in the state; 
(2) all other information was taken directly from the records of 
the Department of Education at Frankfort.

One hundred sixty-four public and twenty-two private schools 
sent replies to the questionnaire. The data relative to one and 
two teacher schools, and the total number of students enrolled in 
Latin and French in all the schools of the state came from the 
records of the Department of Education.
A STATUS STUDY OF THE TEACHING OF LATIN IN KENTUCKY

1. Name of school.
2. Name of principal.

<table>
<thead>
<tr>
<th></th>
<th>1927</th>
<th>1928</th>
<th>1929</th>
<th>1930</th>
<th>1931</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Number of students enrolled in school.
6. Number of students in first year Latin.
7. Number of students in second year Latin.
8. Number of students in third year Latin.
9. Number of students in fourth year Latin.

10. Qualifications of Latin teachers:
    a. Number of high school units in Latin.
    b. Number of college hours in Latin.
    c. Number of hours special methods in Latin.
    d. Major subject.
    e. First minor.
    f. Second minor.
    g. College attended.
    h. Degree held.

11. Total years teaching experience of Latin teacher.
    a. Elementary teaching.
    b. Secondary teaching.
    c. Latin teaching.

12. Other subjects taught at this time by teacher of Latin.

13. Is teacher of Latin acquainted with the recommendations of the Classic Investigation of 1924?

14. To what extent are these suggestions followed?

15. If Latin is not taught, please state why.

Answer 14 and 15 on reverse of page.
CHAPTER II
STATUS AND LATIN OFFERING

Schools Offering Latin and Per Cent of Pupils Enrolled

In this study the high schools are grouped into four classes, one-teacher, two-teacher, three or more teachers, and private. One hundred thirteen one-teacher schools, 225 two-teacher schools, 164 three or more teacher schools and 22 private schools are reported.

The total secondary enrollment in the public high schools for 1931 was approximately 60,300. The total Latin enrollment was 11,114 or 18.9 per cent of the total secondary enrollment. There were 793 high schools in Kentucky, and 325 of these, or approximately 41 per cent, were teaching Latin in 1931. A comparison here between this report and that made by the Classical League in 1921-22 is interesting. In that report 254 public schools in Kentucky offered Latin with a total Latin enrollment of 11,820. The enrollment at that time was 27.5 per cent of the total state, while in 1931 it was 18.9 per cent of that for the whole state. There has been an increase in the number of schools offering Latin, the total Latin enrollment has remained about the same, but an increase in general attendance has decreased the percentage of pupils studying Latin.

There are at present seventy-two private schools offering Latin with a total enrollment of 3,071. In the classical report,

1. The Classical Investigation, Princeton University Press, Princeton 1924, Appendix A, Tables II and IV.
2. 76 per cent of schools reported in this study.
fifty-four schools of this group were offering Latin with a total enrollment of 2,671. Of the twenty-two private schools sending replies 63 per cent of the total enrollment were studying Latin. After the total enrollments of the public and private schools reporting were combined, it was found that 30.4 per cent of all these secondary students were enrolled in Latin during 1931-32.

There has been an increase in total enrollment, but a decrease in per cent of enrollment since 1922.

It will be noticed that 164 public high schools reported. Seventy per cent of this group offered Latin, and 26.8 per cent of the total enrollment were in Latin classes. If this 26.8 per cent is multiplied by the 70 per cent, the product will be 18.7 per cent of the total number reporting. This 18.7 per cent practically coincides with the 16.9 per cent of the Latin enrollment of the state at large. This would indicate that the figures in this study are representative.

**Number of Years of Latin Offered**

a. Elective  b. Required

The increased enrollment in our public high schools demanded an adjustment of the curriculum to meet the needs of different groups enrolled. A subject now taught in school must stand severe judgment, and prove its worth to those who are required to give their time to it. It is interesting to notice what has happened to the Latin offerings in this attempt to meet new objectives.

In the one-teacher and two-teacher schools, as would be

---

The Classical Investigation, Appendix A, Tables II and IV.
expected, we find Latin taught mostly for one or two years. As there can be few electives in such schools, a large per cent of the enrollment are studying Latin as a required subject.

In the two-teacher schools fifty-one offer a one-year's course, sixteen offer a two-year's course, one each offers a three and a four-year's course. The per cent of students enrolled in Latin in these schools is between that of the one-teacher and the larger schools.

The larger schools have a variation in offerings, from one year required or elective to four year's elective. The largest number or 49.6 per cent offer a two-year elective; 25 per cent require two years work; 14.6 per cent offer four years as elective, and a small per cent offer one or three years elective. The four year courses are found in the larger schools. Every private school sending answers offers Latin, and the majority of the students are enrolled in Latin classes.

There are six different types of offerings represented: (a) four years required; (b) four years elective; (c) three years elective; (d) two years required, and two years additional offered; (e) two years required with no additional offered; and (f) one year required.

The per cent of the schools offering Latin and the per cent of the different types of offerings are given in Table I. It will be noticed from Table I that the greatest number of public high school offer two years of elective work. In the private schools the largest number require two years additional as elective.
TABLE I
SUMMARY OF ENROLLMENT AND OFFERINGS
IN ALL SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>Type of School</th>
<th>One-Teacher</th>
<th>Two-Teacher</th>
<th>Three or more Teachers</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent of schools reporting</td>
<td>*</td>
<td>*</td>
<td>**</td>
<td>24 4/9</td>
</tr>
<tr>
<td>Per cent of these schools offering Latin</td>
<td>100</td>
<td>100</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>Per cent of Latin enrollment of those offering courses</td>
<td>11.5</td>
<td>33 1/3</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td>Per cent offering one year</td>
<td>76.4</td>
<td>38.7</td>
<td>26.6</td>
<td>63</td>
</tr>
<tr>
<td>Per cent offering two years required</td>
<td>78.2</td>
<td>68</td>
<td>5.2</td>
<td>0</td>
</tr>
<tr>
<td>Per cent offering two years elective</td>
<td>21.8</td>
<td>21.3</td>
<td>22</td>
<td>3 7/11</td>
</tr>
<tr>
<td>Per cent offering two years required and two years additional</td>
<td>0</td>
<td>0</td>
<td>41.2</td>
<td>0</td>
</tr>
<tr>
<td>Per cent offering three years elective</td>
<td>0</td>
<td>0</td>
<td>15.2</td>
<td>63 7/11</td>
</tr>
<tr>
<td>Per cent offering four years required</td>
<td>0</td>
<td>10.3</td>
<td>7.0</td>
<td>0</td>
</tr>
<tr>
<td>Per cent offering four years elective</td>
<td>0</td>
<td>0</td>
<td>.9</td>
<td>13 7/11</td>
</tr>
<tr>
<td>Per cent offering four years elective</td>
<td>0</td>
<td>0</td>
<td>18.4</td>
<td>9 1/11</td>
</tr>
</tbody>
</table>

* Secured from the State Department of Education
** Secured from questionnaire
Twenty private and fifty-seven public schools sent complete data for the years 1929, 1930, and 1931. Table II gives the per cents of total enrollment studying Latin for these years.

During these years in the private schools there was a gain in aggregate numbers of those enrolled in Latin, but a greater gain in total enrollment made the per cent of gain smaller. In the public schools there was a loss in total numbers as well as in per cent. Several schools have changed from a four-year to a two-year elective during this time. Also several schools did not offer the first year Latin during 1931-32 due to changing the teaching of this subject to junior and senior years. It might also be noticed that the per cent enrolled in Latin in private schools is approximately twice as great as that in public schools.

**TABLE II**

**PER CENT OF TOTAL ENROLLED IN LATIN FOR THREE SUCCESSIVE YEARS, 1929-30-31**

<table>
<thead>
<tr>
<th>Year</th>
<th>Public H. S.</th>
<th>Private H. S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>39.1</td>
<td>67.4</td>
</tr>
<tr>
<td>1930</td>
<td>34.4</td>
<td>63</td>
</tr>
<tr>
<td>1931</td>
<td>31.0</td>
<td>63</td>
</tr>
</tbody>
</table>

Comparison of Enrollments of Succeeding Classes

In both public and private schools we find some classes with no difference between the enrollment of first year Latin class of 1930 and the second year class of 1931. Others show a decrease in enrollment varying from 2 2/3 per cent in the public and 8 1/3 per cent in the private schools to 83 per cent and 84 per cent.
respectively, with an average loss of 29 and 23 per cent. Some change would be expected, as the total enrollment varied in all schools. The heavy loss in some instances must, however, be attributable to other causes. Table III gives some of the statistics concerning these losses, and Figure I makes a graphic picture of the average losses.

TABLE III
COMPARISON BETWEEN ENROLLMENT OF FIRST YEAR LATIN CLASS OF 1930 AND SECOND YEAR LATIN CLASS OF 1931

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent of schools showing no loss in Latin enrollment</td>
<td>17</td>
<td>29.4</td>
</tr>
<tr>
<td>Per cent of schools showing a loss in Latin enrollment</td>
<td>83</td>
<td>70.6</td>
</tr>
<tr>
<td>Smallest per cent of loss for any one school</td>
<td>2 2/3</td>
<td>12 1/3</td>
</tr>
<tr>
<td>Greatest per cent of loss for any one school</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>Average per cent of loss in Latin enrollment</td>
<td>29</td>
<td>23.6</td>
</tr>
<tr>
<td>Average pupil loss per school</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>
FIG. 1. COMPARISON BETWEEN AVERAGE ENROLLMENT IN FIRST YEAR LATIN 1930 AND SECOND YEAR LATIN 1931.
A few schools offering four years of Latin sent complete replies for the last four years. In these public high schools the enrollment of the fourth year class of 1931 was 24.4 per cent of that of the beginning class of 1928. In the private schools the corresponding per cent was 34.3. But only a very small per cent of the public high schools (24.5 per cent of those reporting) offered as much as four years work, either as an elective or a required subject. About 5.9 per cent of pupils beginning Latin in the public high schools enjoy the wandering of Aeneas with all its richness of mythology, Roman history, and philosophy, while 30 per cent of the enrollment in the corresponding group of private schools have this pleasure. Figure 2 gives a graphic representation of these enrollments.

Fig. 2 COMPARISON BETWEEN AVERAGE ENROLLMENTS OF FIRST YEAR LATIN 1928 AND FOURTH YEAR 1931
CHAPTER III
A STUDY OF THE TEACHERS OF LATIN

General and Special Qualifications of Teachers of Latin

In the one-teacher schools 53.8 per cent of the teachers have more than two years of college, but less than an A. B. degree; 46.1 per cent have the bachelor's degree, and one reports two years work beyond the A. B. In the two-teacher schools we find about the same qualifications.

No one in the larger public schools reported less than 100 college hours, and only a very small per cent of these was included in that report. Ninety-six and four tenths per cent have the bachelor's degree, 18.5 per cent have the master's, and a few hold even higher degrees. There is a corresponding high preparation by the teachers of the private schools.

There is a wide range in Latin preparation among teachers of this subject. A few are attempting to teach who have themselves had only a mere introduction to the study. It would seem that there should be some system of certification or supervision which would make this condition impossible. At the other end of the list are majors in Latin with four high school units and forty-four college hours. See Table III and Figure 4.

In the private schools the teachers have higher general qualifications than in the public, as no one has less than four units

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These figures correlate closely with those of a study recently made by R. C. Flickinger, Latin Teaching in Iowa, and reported in the June issue of the "Classical Journal".
plus three college hours, and the average preparation is four units plus nineteen and five-tenths college hours. Many teachers still think that knowledge of a subject presupposes ability to teach, and we find a large per cent in both types of schools with no training in special methods of teaching. See Figure 3 and Table IV.

It is interesting to note that the teachers of Latin in the larger city schools as Louisville and Ashland have extensive preparation in Latin. In the Louisville schools and several private schools many of the teachers have also extensive preparation in Greek. This gives a superior understanding of Latin and an incomparable background of ancient civilization.

![Figure 3. Latin Preparation of Latin Teachers](image)

- **Public**
- **Private**

- 1 H. S. Unit
- 10 Col. Hrs.
### TABLE IV
SUMMARY OF TOTAL AND SPECIAL QUALIFICATIONS
OF TEACHERS OF LATIN

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One-Teacher</td>
<td>Two-Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Per cent with M. A. degree</th>
<th>18.5</th>
<th>18.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent with A. B. or B. S.</td>
<td>46.1</td>
<td>66 2/3</td>
</tr>
<tr>
<td>Per cent with two years or more of college, but less than A. B.</td>
<td>53.83</td>
<td>33 1/3</td>
</tr>
<tr>
<td>Lowest H. S. units in Latin</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Lowest college hours in Latin</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Greatest number college hours in Latin</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>Average high school units in Latin</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>Average college hours in Latin</td>
<td>16.9</td>
<td>19.5</td>
</tr>
<tr>
<td>Average college hours in special methods of teaching Latin</td>
<td>2.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Per cent with no training in special methods of teaching Latin</td>
<td>42.8</td>
<td>73.3</td>
</tr>
</tbody>
</table>

* All with M. A. are counted as holding A. B. also.

** These averages in the Iowa report were 3.6 and 18.8
Graduates From The Following Colleges And Universities Are Teaching Latin In Kentucky High Schools

American Academy in Rome
Asbury College
Berea
Bethel College
Boston College
Bowling Green Business University
Center College
Columbia
Columbia University
Creighton, Omaha, Nebraska
Cumberland College
De Pauw University, Indiana
Eastern Kentucky State Teachers College
Eastern Teachers College, Ohio
Flora McDonald College
Georgetown College
Hamline University, Minnesota
Indiana University
Jefferson School of Law
Kentucky Wesleyan
Lincoln University, Pennsylvania
Luther College
Maryville College
Murray Teachers College
Muskogum, New Concord, Ohio
Nazareth College
Northwestern University
Notre Dame
Oakland City College
Ohio State University
Oxford College, Ohio
Peabody College
Princeton
Randolph Macon
St. Louis University
St. Xavier College, Cincinnati
Teachers College, Washington
Transylvania
University of Chicago
" Illinois
" Iowa
" Kentucky
" Louisville
" Michigan
" Minnesota
" Missouri
" The South
" South Carolina

Vanderbilt University
Washburn
Webster College
Wellesley

Western Kentucky State Teachers College
It has been claimed that there is an over supply of teachers in Kentucky. When this list of the institutions of teachers is examined, some interesting facts are revealed. In the small number of teachers represented in this study there are graduates from thirty-five out-of-state colleges. The graduates are thirty-five per cent of the teachers represented in this report. It would seem that as long as such a large portion of our teachers are trained out of the state, there surely is not an over supply of home-trained teachers.

The Kentucky schools most often represented in this list are: the University of Kentucky, Western Kentucky Teachers College, Georgetown, and Transylvania.

Major And Minor Fields Of Teachers Of Latin

The data concerning the specific subject preparation and teaching experience of teachers of Latin were secured by the questionnaire which was sent to the larger public and private schools. Table V gives an idea of the proportion of Latin teachers who have either a major or a minor in that subject. Many of those with Latin as a major subject have either major or minor credit in graduate work in that field. These teachers are found in the large city schools. The proportion with neither a major nor minor in Latin is small, but however small, it will not be insignificant as long as this 13.6 per cent include some who have as few as two high school units in Latin. In the corresponding 6 2/3 per cent of the teachers in the private schools no one has less than four high school units plus three college hours.
From Table V it is discernible that many teachers of Latin must have major or minor preparation in many other fields of work. Table VI gives the per cent of major and minor subjects of these teachers. English is the most frequent both as a major and minor field. It will be noticed later that English is the most frequent teaching combination of Latin. Many Latin teachers are majors or minors in education. It is also interesting that there are quite a few with Greek as a major or minor subject. There do not seem to be many science majors, but science is one of the subjects most frequently combined with Latin as a teaching combination. Table VI gives the per cent of major and minor subjects of the teachers of Latin. A study of the table will reveal a close correlation between the teachers of the public and private schools in the following subjects: Latin, English, and history.
### TABLE VI

**PER CENT OF MAJOR AND MINOR SUBJECTS OF TEACHERS OF LATIN**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Public High School</th>
<th></th>
<th>Private High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>First Minor</td>
<td>Major</td>
<td>First Minor</td>
</tr>
<tr>
<td>Latin</td>
<td>37.1</td>
<td>25.4</td>
<td>31.8</td>
<td>27.3</td>
</tr>
<tr>
<td>English</td>
<td>27.4</td>
<td>24.5</td>
<td>27.3</td>
<td>13.6</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>5.4</td>
<td>9.1</td>
<td>13.6</td>
</tr>
<tr>
<td>Education</td>
<td>13.2</td>
<td>9.0</td>
<td>9.1</td>
<td>9.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8.0</td>
<td>3.6</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>History</td>
<td>2.65</td>
<td>11.8</td>
<td>9.1</td>
<td>13.6</td>
</tr>
<tr>
<td>Greek</td>
<td>2.65</td>
<td>2.7</td>
<td>0</td>
<td>1.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>3.6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other subjects*</td>
<td>6.1</td>
<td>13.8</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

* Other subjects include biology, chemistry, economics, German, philosophy, and science.

### Teaching Combinations Of Latin

In the larger public schools 11.57 per cent and in the private 3 1/3 per cent of the teachers teach Latin only. The larger percent teach an average of two subjects as well as Latin. In the one-teacher and two-teacher schools the number of other subjects taught varies from one to five with an average of three. In the private schools the teacher of Latin averages one other subject. Table VII gives the per cents of other subjects taught by the teachers of Latin.

It is clear from this that Latin majors would be wise to elect college courses in English, mathematics, history, science, and French. Conversely it would seem that majors in English, mathematics, history, science, or French would do well to prepare
themselves for teaching one or two years of secondary Latin. These same teaching combinations were found in a recent study of Latin teaching in Iowa.

TABLE VII
PER CENT OF OTHER SUBJECTS TAUGHT BY
TEACHERS OF LATIN

<table>
<thead>
<tr>
<th>Subject</th>
<th>Public H. S</th>
<th>Private H. S</th>
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<tr>
<td></td>
<td>One-Teacher</td>
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<td>38.4</td>
<td>14.2</td>
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<td>7.6</td>
<td>12.3</td>
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<td>French</td>
<td>7.6</td>
<td>12.3</td>
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<tr>
<td>Bible</td>
<td>7.6</td>
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<tr>
<td>Other subjects</td>
<td>11.6</td>
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Other subjects include art, Bible, botany, commercial, grades, German, economics, education, music, philosophy, and Spanish.

Teaching Experience Of Teachers Of Latin

Only five per cent of the teachers reporting in the public schools and none in the private schools are teaching for the first time. The experience of the 95 per cent varies from two to forty years. Table VIII gives a summary of the teaching experience of those teaching Latin in the larger public and the private high schools.
### Table VIII
YEARS OF EXPERIENCE OF TEACHERS OF LATIN

<table>
<thead>
<tr>
<th></th>
<th>Years Teaching in High School</th>
<th>Years Teaching Latin</th>
<th>Years Teaching Elementary Gr.</th>
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<tbody>
<tr>
<td>Greatest No.</td>
<td>40</td>
<td>29</td>
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<td>Elementary and High Sch.</td>
<td>17</td>
<td>16</td>
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<tr>
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<td>1</td>
<td>2</td>
<td>1</td>
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<td>Range</td>
<td>39</td>
<td>27</td>
<td>39</td>
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<tr>
<td>Average</td>
<td>8.1</td>
<td>11.3</td>
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Acquaintance With And Conformity To The
Classical Investigation

The classical investigation was an effort to ascertain the exact status of Latin and Greek in the schools of America, and to prepare a constructive program for the improving of the teaching of Latin in the secondary schools. After an extensive study a report of conditions with recommendations was published in 1924. This report has been widely circulated through the schools teaching Latin.

Nearly three-fourths of the teachers of Latin in Kentucky reporting are acquainted with this report, and four-fifths of these make a conscious effort to conform to its suggestions. About one-fourth were not acquainted with this report. This group coincides with those who have only a few units of Latin preparation.

The teachers in the private schools are acquainted with and conform to the recommendations of this investigation or some similar one.

Comparison Between Latin And French Enrollments

Three hundred twenty-five public and seventy-two private high schools offered Latin in 1931. Ninety-three public and fifty private schools offered both Latin and French. Thirty-nine public high schools offered French only. The enrollment in Latin was 2.6 times as large as that in French only. The enrollment in Latin exceeded the French in 71 per cent of the public high schools offering both Latin and French. In the private schools 76 per cent
of the schools enrolled more Latin than French students. Latin seems to have a place of its own as an elective subject. Two and four-tenths times as many schools offer Latin as offer French. This would indicate that a college student preparing to teach in the high schools of Kentucky would be wise to elect Latin rather than French as a major or minor subject. Figure 4 proves this point very thoroughly.

FIG. 4. COMPARISON OF SCHOOLS OFFERING LATIN AND THOSE OFFERING FRENCH
Schools Not Offering Latin

Of the 164 public high schools reporting fifty-two teach no Latin. The most frequent reason given for not offering the subject was:

"This is a small high school, Latin is elective and not enough pupils elect it to justify that time be given to it."

The next was:

"We consider agriculture and economics more important for the rural region."

Other replies included:

"The study of Latin is not suited to this section."

"Students prefer French."

"We consider other work more valuable to students."

"Students are interested in commercial work and in securing certificates."

Another reply was:

"At a meeting of high school supervisors and principals last year it was decided to limit the teaching of Latin to two years, and to place it in the junior and senior years."

It will be very interesting to watch the effect of this on the enrollment and mortality rate of first year Latin. Several schools replied that in order to conform to this agreement, they were not offering first year Latin in 1931-32, but would do so in the fall of 1932. A few principals said that they hoped to offer a course in Latin soon.

1. This change was recommended by the high school division of the State Department of Education for the schools offering only two years of work.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Since the days of the Latin Grammar Schools the teaching of Latin in secondary schools has changed from a leading to a secondary place. A knowledge of Latin is no longer required for graduation in most high schools of Kentucky.

In the school year 1931-32 approximately 40 per cent of the public high schools of Kentucky offered Latin. In those schools the Latin enrollment varied from 26.8 per cent of the total in larger schools to 76.4 per cent of the total enrollment in the one-teacher schools. Eighteen and nine-tenths per cent of all students enrolled in the high schools of the state were enrolled in Latin in 1931-32. There has been a small decrease in the total enrollment in Latin during the last three years, while the total enrollment has increased. As an elective subject Latin is still very much in advance of French. Approximately two and one-third times as many students elect Latin as French. Many rural consolidated high schools consider the study of agriculture and domestic science more suited to the needs of their section than the study of Latin.

The majority, 86.4 per cent, of the teachers of Latin in both public and private schools have either a major or minor in Latin. Thirteen and five-tenths per cent have very limited qualifications some as low as two high school units. There should be some means of strict supervision and certification to prevent anyone attempting to teach with such meager preparation. Kentucky will not rank high in the educational scale as long as this type of preparation is permitted. In view of this fact some of the mortality offirst
year Latin is often as high as 80 per cent.

Only a small per cent (11 1/7) of teachers of Latin teach that subject only. The 88 per cent must be prepared to teach from one to five other subjects. The subjects found to be most frequently combined with the teaching of Latin are English, history, mathematics, and science. Modern languages were not taught in the smaller high schools of Kentucky.

The High School Department of Education has recommended that schools offering only two years of Latin give these in junior and senior years. Many school principals, supervisors, and administrators have agreed to give this plan a trial. This may have a tendency to reduce the enrollment in first year Latin, but it will be interesting to note the effect on the great difference in enrollment that has existed between the first and the second years work.

The investigations and recommendations published by the Classical League in 1924 are known to three-fourths of the Latin teachers of Kentucky. The teachers with the more extensive preparation are following these recommendations rather closely.

Every private high school reporting offers Latin either required or elective. Sixty-three per cent of their total enrollment were enrolled in Latin in the past year. The teachers are well qualified, both in preparation, and also in years of experience. These teachers also followed the recommendations of recent investigations on the teaching of Latin.

Thirty and four-tenths per cent of the combined enrollments of the public and private high schools reporting were studying Latin during 1931-32. The larger per cent of the public schools
offer two years of Latin. The larger portion of the private
schools offer four years work. There is a close correlation
between the preparation of the teachers of the two groups.

The list of out-of-state graduates teaching in the Kentucky
high schools would indicate that our state has not yet trained
too many teachers.

Several other studies have been suggested by this one. A
very interesting one will be to watch the effect of the changing
of the teaching of Latin to the junior and senior years of high
school: (1) whether the enrollment in first year Latin increases
or decreases; (2) whether the mortality rate of first year Latin
will be so great as that reported in this study. In connection
with that it would be of interest to study whether those who enter
college after this training continue in Latin.

It would also be worthwhile to make a study of the field
work of Latin majors and minors from Western. Are they teach-
ing Latin or some other subject out in the schools of Kentucky?

A study to compare the scholarship of college freshmen who
have studied high school Latin with those who have not might prove
significant. Do students who have studied Latin rank better in
Freshman College English than those who have not?

There should be some improved method of certification or
inspection which would make it impossible for anyone to teach
a subject in high school who has had meager preparation in that
field. There surely cannot be an over supply of adequately
trained teachers as long as some are attempting to teach a subject
with only two high school units of preparation.
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