THE PRACTICABILITY OF LATIN IN THE SECONDARY SCHOOL

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CHAPTER I

THE PROBLEM

For many years a difference of opinion has existed regarding the practicability of Latin in the secondary school. The answer is simple and definite. People study Latin because it has cultural, practical, and social values. They need to speak well, to appraise carefully current social ideas that have their roots in older societies, and to rise to a higher cultural level in order to enjoy more fully and employ more wisely their hours of leisure.

Statement of the problem. It was the purpose of this study to point out the real value of the Latin language and to present materials that would encourage the pupil to undertake the study of Latin and also aid in the retention of Latin in the schools of today. This paper was written to stress the practical and cultural values of Latin to a pupil in the secondary school, as revealed through library and documentary research.

Importance of the problem. During the past two decades the number of students undertaking the study of Latin has decreased. Many students do not know the practical value of Latin as it is related to daily life. Through a study of Latin they will become more aware of the relationship between
Latin and English and other modern languages which they desire to study. This study will indicate means by which Latin renders our vocabulary more precise and develops habits of interrelating words to facilitate consecutive thinking and discourse. Attention will be focused upon the allusions and references that modern advertising makes to mythology; the style of architecture; and the means to which the professions have used Latin. Through his study of Latin, the pupil will see the relationship of this language to everyday sports, to parties, and to the other subjects which he undertakes in the secondary school.

Limitations of the problem. The problem to be discussed is a very broad one. Several million words have been written upon this and related subjects. This study will only scratch the surface and will not be all-inclusive. An endeavor will be made to cover the following points: (1) how Latin and English are related, (2) how it is important in reading, (3) how it aids one in spelling, (4) how Latin helps to interpret technical and semi-technical terms, (5) how it helps in the study of foreign languages, (6) how it helps in the understanding of allusions and references to mythology, and (7) how Latin aids in an understanding of a general cultural background.
CHAPTER II

THE GENERALLY ACCEPTED OBJECTIVES FOR THE STUDY
OF LATIN IN THE SECONDARY SCHOOLS

Rapid changes in curricula are necessitated by the lightning-like progress in thought, in industry, and especially in the world of science. Our schools must keep step and fit their curricula to these changing needs. This is the atomic age; it is the day of jet propulsion, of the radio, of radar, and of television. Commercialism encroaches upon the field of intellectualism, and the ideals of Mercury are likely to be respected. On account of this tendency towards practicality, vocational and industrial schools have sprung up all over the country. Doubtless such schools have a place in the general plan of education for the youth of today; yet there is an apparent danger that we carry the practical aspect of our training too far.

There are many individuals who insist that the schools retain only such subjects as prove of utilitarian value, and on the basis of the argument, these same people plead that Latin be dropped from our school programs. With such objections in mind, the writer is led into the consideration of the real value of Latin and attempts to indicate means by which it may be taught to students for one or two years in the secondary school.
Even prominent educators differ in their opinions regarding the value of Latin, and several have made studies to learn more of the actual results of such training. The Classical Investigation was financed by the American Classical League in order to investigate the effect of the classics in the American secondary schools. This investigation was begun in May 1920; and after two preliminary conferences and much correspondence a plan for the proposed investigation was adopted by the Special Committee of the American Classical League in January 1921 for presentation to the General Education Board. In February 1921 the General Board of Education accepted this plan and made an appropriation for the expense of its prosecution. In March 1921 an Advisory Committee of fifteen members was selected to have charge of the investigation. In the summer of 1921 eight Regional Committees, consisting of fifty-five educators, set to work to investigate this problem. In addition, the collaboration and criticism of forty-eight leading professors of education and psychology were secured to help clarify the investigation and divest it of any bias that might possibly be attributed to it in case it were conducted solely by teachers of the classics. The total number of secondary schools enlisted in the investigation was 1,313 and the total number of pupils tested was approximately 150,000. The total number of individual tests given was approximately 750,000.
The validity of each objective was estimated in the light of all the evidence which could be collected with the resources available and within the time set for the investigation. Two principal means were employed in securing these data: (1) scientific studies, including tests and measurements, and (2) analyses of expert opinion obtained through a comprehensive general questionnaire.

These educators have in mind specific objectives by which the greatest value from the study of Latin may be acquired. These objectives as set forth by the Classical Investigation are as follows:

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

2. Increased ability to read English with correct understanding.

3. Increased knowledge of the principles of English grammar, and a consequently increased ability to speak and

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write English that is grammatically correct.

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

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

6. Increased ability to learn other foreign languages.

7. Increased ability to understand and appreciate references and allusions to the mythology of the Romans.

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

9. Ability to read Latin after study of the language in schools or colleges has ceased.

10. Increased ability to understand Latin words, phrases, abbreviations, and quotations occurring in English.

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

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

13. The development of the habit of discovering identical elements in different situations and experiences, and of making true generalizations.

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

15. Increased ability to make formal logical analyses.

16. The development of right attitudes toward social situations.

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

18. Development of an appreciation of the literary qualities of Latin authors read and development of a capacity for such appreciation in the literatures of other languages.

19. A greater appreciation of the elements of literary techniques employed in prose and verse.

20. Improvement in the literary quality of the pupil's written English.

21. An elementary knowledge of the general principles of language structure.

The writer will limit the discussion to objectives one
through eight inclusive which have been previously listed in this chapter. The previous studies which have been made by prominent educators and which pertain to the eight objectives to be discussed will be given particular attention at this time.
CHAPTER III

LATIN MAKES THE ENGLISH LANGUAGE MORE INTELLIGIBLE

Obviously the ability to understand the exact meaning of English words derived directly or indirectly from Latin, along with the increased accuracy in their use, is of great value in acquiring the mastery of the mother tongue.

The Thorndike-Griñestead study,\(^1\) based upon a count of over 7,000,000 running words, shows that fifty-two per cent of the 17,303 English words most commonly occurring in the reading material examined are of Latin origin. Adding the words derived from Greek, largely through Latin, the total number of those English words of classical origin is sixty-three per cent.

This objective was regarded as valid for the course as a whole by ninety-eight per cent of the teachers filling out the general questionnaire.

The Thorndike-Ruger studies,\(^2\) based on results of the Carr test, given to several thousand Latin and non-Latin pupils and covering a period of two years, show that pupils who had studied Latin for two semesters made an average growth in their

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\(^1\) The \textit{Classical Investigation}, Part II, Chapter IV, Section 2.

knowledge of English words derived directly from Latin two and one-half times greater than that made by their non-Latin classmates of the same initial ability, and that those pupils who had studied Latin for four semesters made an average superior growth in their knowledge of these words several times greater than that made by non-Latin pupils of the same initial ability. This superior growth of the Latin pupils is more noticeable in the first semester than in any succeeding semester of the two years covered by the tests. These tests are designed to measure growth in passive vocabulary; that is in reading and hearing vocabulary, but since the test requires the pupil to choose between five different words offered as interpretations of each of the test words, it is also in a sense a test of the pupil's active vocabulary, that is his speaking and writing vocabulary. It may be assumed, moreover, that an increase in a pupil's passive vocabulary ultimately results in an increase in his active vocabulary.

The superior growth of Latin pupils in vocabulary is now uniform throughout the schools tested. The average growth in vocabulary by schools varies from practically nothing to almost the entire amount possible within the limits of the tests used. The Grinstead study\textsuperscript{3} shows that this variability in growth bears a direct relation to the extent to which this

\textsuperscript{3} The \textit{Classical Investigation}, Part II, Chapter I, Section 9.
objective has been kept in mind in the teaching of the Latin course. The studies of Hamblen and Haskell,⁴ based on results secured in Philadelphia controlled experiment in teaching English derivatives, show that conscious adaptation of material and method led to the attainment of this objective. These studies show furthermore that the classes which made this superior growth in knowledge of English vocabulary also made higher scores in the Latin comprehension tests than did the classes which made no special effort to connect Latin with English.

More recent studies confirm the results found in the studies just mentioned as to this particular fruit of Latin study. For example, Douglass and Kittelson⁵ reported that, when the pupils were paired on the bases of sex, chronological age, intelligence quotient, economic status, number of years spent in the study of a modern language, and marks in first

⁴ A. A. Hamblen, "A Statistical Study to Determine the Amount of Automatic Transfer from a Study of Latin to a Knowledge of English Derivatives, and to Determine the Extent to which this Amount May Be Increased by Conscious Adaptation of Content and Method to the Attainment of this Objective," a doctoral dissertation at the University of Pennsylvania, 1924. See also R. I. Haskell, "A Statistical Study of the Comparative Results Produced by Teaching Derivation in the Ninth-Grade Latin Classroom and in the Ninth-Grade English Classroom to Non-Latin Pupils," a doctoral dissertation at the University of Pennsylvania, 1924.

year English, there was a measurable difference in favor of Latin pupils over non-Latin pupils with respect to a knowledge of English words derived from Latin.

Pond⁶ found that the mean scores made by seventy-nine pupils who had studied Latin were 5.77 points higher than the mean score of 129 pupils who had not studied Latin, and when thirty pairs of Latin and non-Latin pupils were matched simultaneously on the bases of intelligence quotient, sex, chronological age, school achievement, and semesters of attendance, the difference in favor of the Latin pupils was two points.

Numerous tests scientifically conducted during the past twenty years have conclusively established the validity of derivative study. The first and by far the most extensive study is described in an excellent article by W. L. Carr.⁷ He reports that in a series of tests given to several thousand ninth-grade pupils during the years 1921-23, the Latin pupils showed a superiority in gains, after only one year of Latin, of more than four to one over the non-Latin pupils. It is interesting to note also the author's observation that, on a test which was given to 8,000 ninth-grade pupils in fifty-nine schools, the question containing the word "paternal" (which


no one would associate with French) was correctly answered by only forty-five per cent of the non-Latin pupils, as compared with ninety-seven per cent for the Latin pupils.

A similar, but more recent, derivative study given in three high schools of Portland, Oregon, in March, 1942, is reported in the Classical Outlook. The results conclusively favor the Latin group. Although the average intelligence quotient was approximately the same for the Latin group and the non-Latin group, the average score of the Latin group was 79.34 as compared with 48.37 for the non-Latin group. The extremes of the scores are revealing. Of those scoring below fifty, seventy-three were of the non-Latin group and four were of the Latin group. Of those scoring above eighty, ninety-five belonged to the Latin group as compared with only three in the non-Latin group.

The importance of Latin prefixes and suffixes in the formation of English words is another of the considerations to be taken into account in determining vocabulary standards and burdens. In an attempt to shed light on this problem, a frequency count was made. Thorndike and Lorge: The Teacher's Word Book of 30,000 Words was used as a measure of English vocabulary. This Word Book is in itself a frequency count compiled from Thorndike's count of 1,931 (The Teacher's Word

8 Mary N. Parounagian, "The Portland Derivatives Test," Classical Outlook, XIX (March, 1942), pp. 54-5.
Book of 20,000 Words), the Lorge-Thorndike semantic count, a count for juvenile literature, and a magazine count by Lorge. Of the 20,000 words (the remaining 10,000 are words appearing less than once per million and more than four times per 18,000,000 words—a highly specialized vocabulary and therefore less significant for high-school students) examined up to this point in the study, 6,971 of the English words were formed by using Latin prefixes or suffixes or prefixes and suffixes. Of these 6,971 words, 300 were hybrids; i.e., a Latin prefix or suffix or prefix and suffix combined with a non-Latin root, prefixes and/or suffixes in a single word yielded a total of 9,547 Latin prefixes and suffixes used in forming the 6,971 English words. A total of 3,684 prefixes was used, and a total of 5,863 suffixes was employed in constructing the English words. The implications of the study are: On the basis of the work done thus far, it would seem that certain prefixes and suffixes are used frequently enough in the formation of English words representing general vocabulary to be given special attention and emphasis in the vocabulary of the Latin experimental program. This assumes, of course, that word building is one of the objectives in the study of Latin.

A. LINGUISTIC RELATIONSHIP BETWEEN LATIN AND ENGLISH

To no people has there fallen a richer inheritance of language or a more splendid opportunity to further enrich and perfect that heritage than belongs to the English-speaking nations. During a thousand years they have been borrowing words and phrases from all the peoples of the world and have been assimilating the forms of English speech. Thus the language has gained an unparalleled variety of synonyms and terms of speech, and it is fitted better than any other to be the language of a nation made up, as are the Americans, of a people sprung from many races.

A careful study has led scholars to the conclusion that English as we know it has sprung from the family called Indo-European, because its members are the great languages of India and Europe. The outstanding characteristics of these Indo-European languages, which mark their relationship to each other and distinguish them from all others, are three: (1) They possess in common a number of words not found in other languages. (2) They indicate grammatical relations by means of endings added to words. (3) They are similar in the sounds they employ and in the general laws of their syntax.

The close resemblance between the languages of Europe, India, and Persia is shown clearly in the following table:
For example, the Indo-Europeans penetrated into the Italian peninsula and introduced their language to the inhabitants. On the basis of a study and comparison of extant languages, scholars have inferred that about 3000 B.C. there existed in the region of the Black and Caspian Seas a tribe which, for lack of a better name, they called the "Indo-Europeans." This tribe, they tell us, spread in all directions, conquering as it went, and bringing its language, called "Indo-European," into the lands it conquered. The subjected peoples adopted the language, and gradually, in separate localities, dialects of the original tongue arose. Over a period of years, these dialects became more and more divorced from the mother tongue and from each other, until finally they developed into distinct daughter languages. For example, the Indo-Europeans penetrated into the Italian peninsula and introduced their language to the inhabitants. Gradually the type of Indo-European spoken there developed certain characteristics. With the passing of time, these characteristics became intensified, until finally a distinct language, Latin, was formed. So extensive was the territory under the sway of the Indo-Europeans that practically all the languages of Europe and many of those of Asia have descended from the tongue of these conquering invaders. The following chart illustrates the most important branches of the Indo-

<table>
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<th>English</th>
<th>Latin</th>
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<th>German</th>
<th>Zend</th>
<th>Tokhar</th>
<th>Sanskrit</th>
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</thead>
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<td>mother</td>
<td>mater</td>
<td>mētēr</td>
<td>mutter</td>
<td>matar</td>
<td>macar</td>
<td>mātā</td>
</tr>
<tr>
<td>father</td>
<td>pater</td>
<td>pētēr</td>
<td>vater</td>
<td>pitar</td>
<td>pacar</td>
<td>pīta</td>
</tr>
<tr>
<td>brother</td>
<td>frater</td>
<td>phratēr</td>
<td>bruder</td>
<td>brata</td>
<td>pracaar</td>
<td>bhratā</td>
</tr>
</tbody>
</table>

The following chart illustrates the most important branches of the Indo-
European family and the important daughter tongues that are included in each.

I. Indo-Iranic: Sanskrit and later vernaculars (Hindu, Bengali, etc.), Persian

II. Armenian: Armenian

III. Albanic: Albanian

IV. Hellenic: Ancient Greek, Modern Greek

V. Italic: Latin which, in turn, is the ancestor of the Romance languages: Roumanian, Italian, Provencal-Catalan, French, Spanish, Portuguese

VI. Celtic: Welsh, Irish, Scotch Gaelic, Breton

VII. Germanic: Gothic, Swedish-Danish, Norwegian-Icelandic, English, Dutch-Flemish, German

VIII. Balto-Slavic: Lithuanian, Lettish, Bulgarian, Serbo-Croatian, Slovene, Russian, Polish, Czech (Bohemian), Slovak

The development of the various Indo-European languages which we have just sketched is closely paralleled by the development of the Romance languages from Latin at a much later date. By the first century A.D., Rome had conquered all the Mediterranean world, France, Spain, and Britain, and had introduced Latin to all her subjects. The Latin which these subjects spoke was not the pure tongue that Caesar, Cicero, and Vergil used, but a colloquial form which we term

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"Vulgar Latin." Gradually, Vulgar Latin broke up in different localities into several dialects, which ultimately developed into the separate tongues known as the Romance languages—namely, Roumanian, Italian, Provencal-Catalan, French, Spanish, and Portuguese.

The linguistic relationship between Latin and English should now be clear: they are both Indo-European languages, both daughter tongues of the same mother tongue. The reason for the similarity between many native English and Latin words is that they are cognate—that is, the two descended from the same word in the mother tongue. For example, mother is cognate with mater, since both are ultimately descended from the Indo-European word māter; father with pater, since both come ultimately from the Indo-European patr.

B. LATIN ELEMENTS IN WORD BUILDING OR WORD FORMATION

Many words, as they were needed to express ideas, have been built from simple forms by the process called "composition." The simplest sounds or groups of sounds that had, in the beginnings of language, a separate existence and meanings are called roots. Examples are dōc, meaning "lead," ag, meaning "drive," ed, meaning "eat," cad, meaning "fall." By the addition of other so-called nominal roots, as i which appears now in the pronoun "it," we reach that of stems. So from agri, meaning "of the field," and solere, meaning "to cultivate,"
The Latin formed the word *agricola*, meaning "a cultivator of a field," or "a farmer." The word *arm* is from a root *ar*, meaning "a joint." This word is to be distinguished from the word *arms* or *arm*, meaning "weapons," which comes from the Latin.

We know things best when we can relate them to other things and make comparisons. Besides, to understand a thing thoroughly we must know its parts. Many words are built just as buildings are constructed; they have foundations, and to these are added various parts which are distinguished one from the other, thus making each word useful for definite purposes. We shall, therefore, learn words more intelligently if we are able to recognize the elements out of which they are built. English has borrowed from Latin not only entire words, but also the elements of words; that is, stems, suffixes, and prefixes, out of which to make new combinations. By combining these elements, large groups of words have been built up, the words of each group being related as having the same stem.

Illustrations of Latin prefixes, suffixes, and stems, follow:

**LATIN PREFIXES**

- *ab-*, meaning *from*, *away*, *off*.
- *ante-*, meaning *before*.
- *bi-*, *bis-*, meaning *two*.
- *circum-*, meaning *around*.
- *contra-*, *contro-*, meaning *against*. 
extra-, meaning outside.
post-, meaning after.
sub-, meaning under.
super-, sur-, meaning above, upon.
trans-, tra-, meaning across.

LATIN SUFFIXES

-able, -ible, adjective suffix.
vis (see) -ible means possible to be seen.
terr (fright) -ible means tending to create terror.
peace (peace) -able means tending to peace.

-acy, noun suffix.
liter (letter) -acy means quality of knowing letters.
candid (white) -acy means condition of whiteness.
(Roman candidates for office were so-called because clothed in white).

-fy, verb suffix.
veri (true) -fy means make or establish as true.
testi (witness) -fy means bear witness.

LATIN STEMS

anim, meaning life.
anim - al (adj.) (having quality of) -cule (little)
a little thing having life.
anim - ated (adj.) (having) meaning lively.

Frang, frag, fract, meaning break.
frang -ible (adj.) means possible to break.
frag -ile (adj.) means fitted, or likely to break.
frag -ment (noun) means that which is broken.
fract -ure (noun) means a break or a result of break-
ing.

C. DERIVATION OF COMMON (OR NON-TECHNICAL)

ENGLISH WORDS FROM LATIN

The foregoing list of prefixes, suffixes, and stems will aid in the study of the derivation of words. Moreover, it serves as a key to the meanings by which words are deduced from others known as primitives.
Since more than half of the words in the English language come directly or indirectly from the Latin, a study of the derivation of these words will be found in inestimable value. In the following groups of derivatives will be found first the Latin word and its English equivalent. That the structure of the English words built on the Latin may stand out as clearly as possible, the nominative and genitive (possessive) cases of the nouns have been given, while each verb is shown in the first person singular present indicative, together with the perfect participle. No attempt has been made to give a list of all the words derived from each group. Much or little of the Latin word may enter into the formation of the English word derived from it. An analysis of the Latin word duco, I lead, is given as a guide in studying the other forms. The Latin word duco, I lead, is formed from the verb stem duc. The perfect participle of duco is ductus. The Latin stem, known as the supine stem, is duct. By affixing intro, a Latin prefix meaning within or into, and affixing the Latin noun suffix ion, meaning the act of, we get the word introduction, meaning the act of leading into.

CA'DO, I fall. CA'SUS, fallen.

ac'ci-dent, that which comes or falls by chance.
ca'dence, a fall of the voice.
case, condition, state.
cas'u-al, accidental, unexpected.
cas'u-al-ty, that which occurs by chance.
cas'u-ist, one who settles cases of conscience.
de-ca'dence, a falling away, a deterioration.
de-cay', to fall away, to decline.
D. DERIVATION OF UNUSUAL ENGLISH WORDS FROM LATIN

DENS, a tooth. DEN'TIS, of a tooth.
dent, a slight depression.
dent'al, pertaining to the teeth.
den'ti-frice, tooth powder, paste, or wash.
den'tist, a tooth doctor.
in-dent', to make a toothlike cut into.
tri'dent, a three-pronged fork or spear.

FRA'TER, a brother. FRA'TRIS, of a brother.
con-fra-ter'ni-ty, a society, a brotherhood.
fra-ter'nal, brotherly.
fra-ter'ni-ty, brotherhood.
frat'er-nize, to join as brothers.
frat'ri-cide, killing a brother.
frat'ar (through Fr.), a monk.

POR'TO, I carry. POR-TA'TUS, carried.
ex-port', to carry out.
im-port', to carry in.
port, carriage, bearing, demeanor.
port'a-ble, capable of being carried.
por'ter, a carrier.
port'ly, of noble carriage, stately.
re-port', to carry back or give an account of.
sup-port', to sustain, to carry, to hold up.

Concoctive powers . . . . . . Concoctive, from con-coquere,
to cook together, to digest—digestive.

Interim arrangement . . . . Interim, from interim, time
between periods and event.

Mundane hopes . . . . . . Mundane, from mundus, world—
worldly.

Vulpine curse . . . . . . . Vulpine, from vulpinus, per-
taining to foxes or sly like a fox.

Sanguinary spirits . . . . . Sanguinary, from sanguis,
blood—bloodthirsty spirits.

Fuliginous glimmer. . . . . . Fuliginous, from fuligo, soot
and fumus, smoke. Dark as shrouded in smoke.
Obfuscate the minds. Obfuscate, from ob, to, plus fuscus, tawny, to obscure or confuse the mind.

Mellifluent words. Mellifluent, from mel, honey, and fluere, to flow—smooth and sweet.

Peremptory command. Peremptory, from peremptus, pp. of perimo, annihilate. Decisive or absolute command.

The American littoral. Littoral, from litus, sea-shore, or coast, shore.

A minatory voice. Minatory, from minari, to threaten—threatening.

E. LATIN WORDS BORROWED WITHOUT CHANGE

census
interim
dictum
ultimatum
superior
inferior
consul
actor
agitator
animal
cantata
conservator

hiatus
honor
horror
humor
ignoramus
maximum
minus
minimum
moderator
murmur
orator
papyrus

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<tr>
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<td>terminus</td>
</tr>
<tr>
<td>gymnasium</td>
<td>victor</td>
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</tbody>
</table>
CHAPTER IV

LATIN AIDS IN READING ENGLISH WITH CORRECT UNDERSTANDING

The fullest development of the ability to read English comprehensively is of fundamental importance to every boy and girl. An important problem awaiting further study is the determination of the extent to which the various mental processes employed in learning to read Latin may be expected to increase the pupil's power to read English of increasing difficulty.

The Thorndike studies,¹ based upon results of tests given to Latin and non-Latin pupils through a period of two years, show that Latin pupils made a slightly superior growth in the ability to read English over that made by non-Latin pupils of the same initial ability. In certain schools this superior growth of Latin pupils was very marked.

In emphasizing the value of translation as a means of increasing the pupil's ability to speak and write English it is assumed that translation involves the expression in English of a thought already comprehended in Latin, and not a mere exchange of verbal symbols. The extent to which

translation contributes to the attainment of this objective depends, therefore, not only upon comprehension of the thought in the Latin, but also upon the adequacy of the English employed in translating the thought comprehended.

Ninety-six per cent of the teachers filling out the general questionnaire expressed the opinion that pupils should be regularly required to translate prepared assignments into idiomatic English. Data are available to show the extent to which idiomatic English is actually secured in classroom translation of prepared assignments. In connection with the preparation of the Leonard translation scales, written translations of passages from Caesar, Cicero, and Vergil were secured from several thousand pupils. These translations were written in class with the aid of vocabulary and notes, after the passages had been assigned for outside preparation. Fully forty-six per cent of the 1,288 Caesar passages translated by fourth-semester pupils were rated by a jury of Latin teachers as below the standard of acceptability as English. In the Miller-Briggs study, of classroom translations of Cicero it was found that thirty-four per cent of the transla-

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2 S. A. Leonard, "Scales for Improving the Quality of Translation," The Classical Investigation, Part II, Chapter IV, Section 7.

tions showed complete failure to comprehend the thought of the passage and that an additional forty per cent fell below the standard of acceptable English. From this showing it is obvious that new and improved methods of teaching are highly desirable. It should be remembered, however, that the power of expression in English is very low among high school students generally. For example, the standard for eleventh-grade pupils on the Nassau English Composition Scale is only seven out of a possible twenty-six.

Of the teachers who indicated by the general questionnaire that they regarded this objective as valid, forty-two per cent considered that satisfactory results were being secured in their own schools.

The Walker study,4 based upon an examination of the reading material contained in leading newspapers and popular magazines, shows that pupils who progress beyond the elementary stage in their reading of English will encounter much material of this sort. In the reading material examined, exclusive of 499 Latin words naturalized as English, there were 997 different Latin words found, with a total number of occurrences amounting to 4,513. Thirty-eight different Latin abbreviations were found, some of which have been naturalized

as English, with a total number of occurrences amounting to 11,245. The plurals of eighty-one different Latin words were found with a total number of occurrences amounting to 1,391.

This objective was regarded as valid for the secondary course as a whole by ninety-four per cent of the teachers filling out the general questionnaire.

The Henmon study, based on the results of tests given to several thousand Latin and non-Latin pupils in each of the various years of the secondary course, shows that Latin pupils are distinctly superior to non-Latin pupils in their ability to interpret these Latin elements in English reading. However, Professor Henmon suggests that this objective, involving as it does a more or less direct use of Latin, should be attained in a far higher degree than is the case at present.

The importance of the ability to read cannot be questioned. It is our chief means of getting ideas. Without reading skill of a higher order, the individual is imprisoned in the present moment, and his activities are circumscribed within the limited area in which he has physical existence. The ability to read frees the individual of the limitations of time and space.

President Hutchins of the University of Chicago stated recently that half the young people between the ages of 16 and 20 cannot read well enough to get ideas from the printed page.

Dr. William S. Gray of the School of Education of the University of Chicago states that "Fully fifty per cent of our adult population cannot read with ease and understanding."6

The knowledge of Latin aids in developing a skill in reading English. It is obvious that it is impossible to read expertly unless the reader has a mastery of words; that is, he must know the meaning of words, and he must be aware of the significance of word order or arrangement. It is apparent to everyone that a knowledge of Latin will make formidable English sesquipedalia melt into their original elements, with their polysyllabic mystery vanishing into thin air. A teacher can make advantageous use of a knowledge of Latin even when the pupils know nothing of Latin. In a Reading Clinic, seventeen-year old William, who reads on the sixth-grade level, remarked, "I learned the meaning of fratricide last week."7 That was the teacher's opportunity to write fratricide.

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7 Ibid., pp. 201-5.
matricide, suicide, and underline cide, and remark that the syllable meant to cut, to kill, and then the teacher translated the first part of each of the three words. William's interested comment was, "Isn't that funny?" But he had learned three new words.

The English student who knows Latin will not confuse aggravate and irritate; redolent and full of, ardent and energetic. A knowledge of the distinction of meaning characterizes the speech and writing of one who knows the roots of Latin derivatives, as well as the reading of the thoughtful, discriminating reader. 8

There is a considerable amount of evidence that verbalism characterizes much of what passes for reading. Students not only do not know the meaning of words, but they display little curiosity about new words. The problem is how to enable the reader to grasp the meaning of a word at the moment of reading, without the interruption of looking up the unfamiliar word in the dictionary. Obviously, the reader must rely heavily on the context to give him the clue to the meanings of words. In teaching reading, encourage intelligent guessing as to meanings of words, but picking up the meanings of words from the context can cause ludicrous blunders unless there is the stabilizing influence of a know-

8 Ibid., p. 203.
A knowledge of Latin furnishes an insight into a rich civilization, and yields a rewarding experience if the knowledge of the language is sufficient to reveal the meaning of a great literature. Latin also clarifies the meanings of English grammatical nomenclature, and illuminates the subject to the student who aspires to be an expert reader. The grouping of words into the proper thought relationships, that is, reading by phrases—not word by word—is not possible unless he understands the structure of the sentence. Latin helps the reader who wishes not only to grasp the meaning, but also to experience that subtle quality that pervades the sentence: the quality suggested by style. When Macbeth asks:

Will all great Neptune's ocean wash this blood
Clean from my hand? No; this my hand will rather
The multitudinous seas incarnadine,
Making the green one red.

"Multitudinous seas incarnadine"—no Anglo-Saxon phrase could ever give that sonorous roll to the thought, that feeling of "mysterious spaciousness." The study of Latin makes the reader sensitive to the inevitable beauty of the phrase. As one writer phrased it, large ideas may require large words.

The literature the secondary school pupil reads bears

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9 Ibid., p. 204.
a clear and lucid imprint of the Latin language. The following passage has underlined the English words derived from Latin to indicate the extent to which authors use the Latin language:

The conversation, which was at a high pitch of animation when Silas approached the door of the Rainbow, had, as usual, been slow and intermittent when the company first assembled. The pipes began to be puffed in a silence which has an air of severity; the more important customers, who drank spirits and sat nearest the fire, staring at each other as if a bet were depending on the first man who winked; while the beer drinkers, chiefly men in fustian jackets and smock frocks, kept their eyelids down and rubbed their hands across their mouths, as if their draughts of beer were a funereal duty with embarrassing sadness. (Silas Marner, Introduction to Chapter VI.)

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CHAPTER V

LATIN INCREASES THE KNOWLEDGE OF THE PRINCIPLES
OF ENGLISH GRAMMAR

The high value of the ability to speak and write grammatically correct English is not questioned, but it is often questioned whether this ability is dependent upon knowledge of the principles of English grammar. The Kirby English Grammar Test,¹ shows that the coefficient of correlation between ability to choose the correct grammatical form and ability to choose the grammatical principle involved is sixty-five. The Charters-Ullman study² of 25,000 language errors shows that twenty-two per cent of the errors made were due to failure to understand or to apply syntactical principles common to Latin and English, and that an additional seventy-three per cent of these errors are of such a nature that they are remediable through the study of Latin. This objective, so stated as to be susceptible to a somewhat broader interpretation, was regarded as valid for the course as a whole by ninety-seven per cent of the teachers filling out the general questionnaires.


The Thorndike study,\textsuperscript{3} based on the results of tests run through a period of one year, shows that pupils who had studied Latin for two semesters made a growth both in ability to use the correct English form and in ability to state the principle governing the correct usage ten per cent greater than that made by their non-Latin classmates of the same initial ability. The Bates study,\textsuperscript{4} based on the results of the Iowa controlled experiment, shows that Latin pupils made a greater gain than non-Latin pupils in a series of grammar tests, and that by a conscious adoption of methods to the attainment of this objective a gain can be secured more than double the gain resulting when no special effort is made to attain this objective. Of the teachers who indicated by the general questionnaire that they regarded this objective as valid, seventy-two considered that satisfactory results were being secured in their own schools.

To study language as language, you need to take it apart and find out how words work, what words actually mean as symbols, and how they are put together in combinations to make additional meanings. For this purpose, it is a very good idea to study another language besides English, so that

\textsuperscript{3} From an unpublished study made by E. L. Thorndike.

you can compare the structure of the two languages and see how they both work. For this purpose Latin makes a very good second language.  

In 1942 a statewide English-testing program was carried out at the University of Tennessee, and reported in the Knoxville News-Sentinel of October 30, 1943. Standard tests given to freshmen of twenty-six colleges of the state showed that the students from Marion County were well in the lead. The high schools of that county were thereupon visited with a view to learning how a particular area's superiority in the matter of achievement in English on the part of its high-school product was accomplished; and here is the newspaper's account of the resultant findings:

From their survey the committee members noted that grammar is stressed throughout the English course, even during the years devoted primarily to American and English literature. Latin training is urged as the best means of mastering English grammar.

Mark E. Hutchinson states:

If the student can find time for only one foreign language, this language should be Latin.

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It cannot be denied that the average graduate of the modern high school is woefully weak in his knowledge of the meaning of the English words which he should reasonably be expected to know, and that his knowledge of English syntax, even functional syntax, is almost nil. Latin when taught with this aim in view is almost the sine qua non for giving the student an ability to use English and thereby the ability to think with some clarity.

Several radio commentators urge the study of Latin. Professor A. M. Witers wrote letters to seven commentators asking what fundamental training was the most important for high school students. Since these men must have a good command of writing and speaking of the English language, they were advocates of Latin. Lowell Thomas states\(^8\) "I wish now that I had taken a great deal more Latin. At any rate, I am all in favor of Latin..." Morgan Beatty states\(^9\) "My greatest handicap in my chosen profession of writing and speaking is that I am not a master of Latin."

Upon comparison, there exists a very close similarity between the grammatical items that are considered valuable and functional for English and the grammatical items that are valuable and functional for the beginning student in Latin. Rivlin, in his Functional Grammar,\(^10\) presents the judgment of


\(^9\) Ibid., p. 281.

teachers of English and of experts on the teaching of English concerning the functional value of the various items of English grammar. And when Classical investigators compared the results of their studies with the results of Rivlin's study, they found, mirabile dictu, that every one of the fourteen items referred to and used in the first part of all the Latin textbooks was considered necessary and functional by both the English teachers and the experts, and, with only one exception, \(^{11}\) was ranked and rated as most valuable by both of the latter groups.

The study of Latin increases the knowledge of principles of English grammar. In both subjects one studies "case. One learns how the form, the meaning, and the function of a word are related; why Latin and English have sequence of tenses; why words and constructions change in the course of time, and how Latin did change and how English is changing now. In short, Latin can and should be used consciously to illuminate some of the persistent features of language as a human activity.\(^{12}\)

\(^{11}\) Prepositions. This item is rated as very significant by the English teachers (2.3). The experts give it a lower rank, rating it, however, as functional (1.3).

CHAPTER VI

THE IMPORTANCE OF LATIN AS AN AID IN THE SPELLING
OF ENGLISH WORDS OF LATIN DERIVATION

The universal value of the ability to spell is unquestioned. The Lawler study, based on an analysis of 982,800 spellings made by seventh, eighth, and ninth-grade pupils, shows that of the 2,977 different words in the list chosen, forty-nine per cent are of Latin origin, and that approximately seventy per cent of the misspellings occurring two or more times in these Latin-derived words are remediable through the study of Latin. This objective was regarded as valid for the course as a whole by eighty-eight per cent of the teachers filling out the general questionnaire. In the score card this objective was ranked respectively fourth, sixth, sixteenth, and seventeenth for the first, second, third, and fourth years of the course.

The Coxe study, based on tests run with several thousand pupils through a period of one year, shows that first-year Latin pupils made a growth in ability to spell English

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1 L. B. Lawler, "The Remediable of Errors in English Spelling through the Study of First-Year Latin," a doctoral dissertation at the State University of Iowa, 1924.

words of Latin origin one and one-half times greater than that made by their non-Latin classmates of the same initial ability, and on the basis of results secured in the Columbus-Rochester controlled experiment in the teaching of English spelling, it also shows that by the use of methods consciously adapted to the attainment of this objective a gain can be secured three times greater than is the case when no special effort is directed to the attainment of this objective.

This controlled experiment also shows that the study of Latin interferes slightly with the spelling of words of non-Latin origin, but that this interference may be eliminated by the use of proper methods. Of those teachers who in the general questionnaire indicated that they regarded this objective as valid, fifty-one per cent considered that satisfactory results were secured in their own schools.

In a recent article Deford states that Latin can be taught very successfully by the Latin teacher. No one whose Latin grammar was ingrained in him in his plastic years is likely to make mistakes between "ible" and "able" or misspell "rarity" and "rarefy."

Examples showing how Latin helps one in spelling English

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words: 4

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<thead>
<tr>
<th>English</th>
<th>Latin</th>
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</thead>
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</tr>
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</tr>
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</tr>
<tr>
<td>Receive</td>
<td>Latin, receptus</td>
</tr>
<tr>
<td>Accelerate</td>
<td>Latin, acceleratus</td>
</tr>
<tr>
<td>Imperative</td>
<td>Latin, imperatus</td>
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<tr>
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<td>Latin, necessitas</td>
</tr>
<tr>
<td>Difficult</td>
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<td>Latin, laborare</td>
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<tr>
<td>Portable</td>
<td>Latin, portare</td>
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<tr>
<td>Incredible</td>
<td>Latin, incredibilis</td>
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<tr>
<td>Pessimist</td>
<td>Latin, pessimus</td>
</tr>
<tr>
<td>Adolescent</td>
<td>Latin, adolescens</td>
</tr>
</tbody>
</table>

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CHAPTER VII

THE IMPORTANCE OF LATIN IN THE INTERPRETATION OF TECHNICAL AND SEMI-TECHNICAL TERMS

The Soheok study\(^1\) shows that of 10,435 pupils who entered high school in 1914, 1915, 1916, and 1917 and began the study of Latin, 22 per cent studied physical geography during their high school course, 30 per cent general science, 33 per cent chemistry, 38 per cent physics, 50 per cent biology, 98 per cent mathematics, 6 per cent general history, 81 per cent ancient history, 30 per cent medieval history, 35 per cent modern history, 55 per cent American history, and 27 per cent various commercial subjects. The percentages of pupils who ultimately study certain of these subjects would be increased if information were available regarding the subjects they studied later in college.

The Enlow study\(^2\) of the technical and semi-technical words occurring in the most commonly used text-books in general science, biology, physics, and chemistry shows that 49.7 per cent of these words are of Latin origin and 38.8

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\(^1\) C. C. Scheck, "The Validity of Certain Objectives in the Teaching of Latin," a master's dissertation at the University of Rochester, 1923.

per cent are of Greeks origin, or 88.5 per cent in all.

The Pressey study\(^3\) of the vocabularies of commonly used high school text-books in mathematics, the sciences, history, and the languages shows that of the words presumably unfamiliar (including technical and semi-technical terms) over 50 per cent are of Latin origin.

This objective was regarded as valid for the secondary course as a whole by 81 per cent of the teachers who answered the general questionnaire. Of those teachers who indicated in the general questionnaire that they regarded this objective as valid, 44 per cent considered that satisfactory results were being secured in their own schools. The bearing of this objective upon the distribution of emphasis in the teaching of Latin vocabulary will be discussed in preceding portions of this paper.

I. LATIN WORDS AND PHRASES FREQUENTLY FOUND IN READING

A considerable number of Latin words and phrases have found their way into English without change. Some of these are familiar legal terms; some are church terms; some are quotations from poets; and some are merely convenient expressions without an exact English equivalent. Often they

\(^3\) L. C. Pressey, The Vocabularies of High School Subjects, Public School Publishing Company, 1925.
cannot be understood without some information in regard to the manner in which they were used in the past. It is frequently necessary to know the meaning which was attached to such phrases by those who spoke Latin and also to know the precise sense in which they have come to be employed in English. Such information is seldom given in the ordinary Latin dictionaries and yet it is necessary for an adequate understanding of the terms. The following is a list of Latin words and phrases which are frequently met:

4

Ad infinitum, to infinity; without end.

Alma mater, beloved or foster mother; one's college or university.

Aures habent et non audient, they have ears and will not hear. Applicable to obstinate people.

Bona fides, Good faith; word of honor.

Dente lupus, cornu taurus petit, the wolf attacks with his teeth, the bull with his horns.—Horace. Use the gifts you have to best advantage.

Ecce homo, behold the man! Applied specifically to any picture of Christ wearing the crown of thorns.

E pluribus unum, from many, one. Motto of the United States of America.

Errare est humanum, to err is human.

Et tu, Brute, and thou also, Brutus! Usually given as the last words of Julius Caesar, when he saw Brutus among his murderers.

Gloria in excelsis Deo, Glory to God in the highest.

Habeas corpus, have the body. A writ issued for the purpose of bringing a person before a court or a judge, usually to determine whether he should be retained in custody or given his freedom.

In statu quo, in its former state.

Magna cum laude, with high honors.

O Fortunatos nimium, O you who are too well off (and don't know it)!—Virgil.

Omnia mecum porto, I carry all my belongings (my brains) with me.

O tempora! O mores! Alas, for the age we live in and its manners!—Cicero.

Piscem nature doces, you are teaching a fish to swim, an absurd task because he knows all about it.

Post equitem sedet atra cura, dark care is in the saddle behind the rider.—Horace. Wealth and high position cannot rid one of care.

Quod erat faciendum, which was to be done.

Summum jus, summa injuria, excess of justice in excess of injustice; the law applied to vigorously.—Cicero.

Veni, vidi, vici, I came, I saw, I conquered. The
Laconic dispatch in which Julius Caesar announced to the Senate his victory in Asia Minor.

Verba volant scripta manent, spoken words fly; those written remain.

Vox populi vox Dei, The voice of the people, God's voice.

II. COMMON ABBREVIATIONS THAT THE LATIN STUDENT UNDERSTANDS

A.B. (Latin, artium baccalaureus), Bachelor of Arts.
A.D. (Latin, anno Domini), In the year of our Lord.
Ad lib., Ad libit., (Latin, ad libitum), At pleasure.
A.M. (Latin, anno mundi), In the year of the world.
A.M. (Latin, ante meridiem), Before noon.
A.M. (Latin, artium magister), Master of Arts.
Biol. Biology, biological.
B.M. (Latin, baccalaureus medicinae), Bachelor of Medicine.
Cent. (Latin, centum), Hundred; Centigrade.
Con. (Latin, contra), Against.
Etc., &c. (Latin, et ceteri, ceterae, or cetera), And others, and so forth.
Ib., Ibid. (Latin, ibidem), In the same place.
i.e. (Latin, id est), That is.
In lim. (Latin, in limine), At the outset.
In loc. (Latin, in loco), In its place.
III. NAMES OF MANY SCIENTIFIC INVENTIONS ARE TAKEN FROM LATIN THUS ENRICHING THE ENGLISH LANGUAGE

J.U.D. (Latin, Juris utriusque doctor), Doctor of both laws' (civil and canon law).

L.c., loc. cit. (Latin, loco citato), In the place cited.

M.D. (Latin, medicinae doctor), Doctor of Medicine.

Ph. B. (Latin, philosophiae baccalaureus), Bachelor of Philosophy.

P.M. (Latin, post meridiem), afternoon.

Pro tem. (Latin, pro tempore), for the time being.

Pulmotor . . . . . . . . . Latin, pulmo, meaning lung.

Incubator . . . . . . . . . Latin, incubo, meaning brood over.

Automobile . . . . . . . . . Greek, autos, meaning self.

Radio . . . . . . . . . . . . . Latin, radius, meaning ray.

Torpedo . . . . . . . . . . . . Latin, torpedo, meaning be numb.

Excavator . . . . . . . . . . Latin, ex, meaning out.

Escalator . . . . . . . . . . Latin, scale, meaning ladder.

Elevator . . . . . . . . . . . Latin, levo, meaning lighten.
Dirigible . . . . . . . . . . Latin, dirigo, meaning direct.
Binocular . . . . . . . . . . Latin, bini, meaning two.

Latin, oculus, meaning eye.
Aerial . . . . . . . . . . . . Latin, aer, meaning air.

IV. LATIN WORDS IN OTHER HIGH SCHOOL SUBJECTS

The American high school pupil, be he a freshman or sophomore, a junior or senior, will find that Latin is alive about him. In the corridors and in the classrooms, at school parties and basketball games, he will continue to echo a vocabulary rich in words of Latin origin. At home and in the school, at leisure or at work, he will use again and again the modern counterparts of Latin words. His education in an American school and his experiences in American living will make him a better citizen of his state and of his nation; a nation developed in Pluribus Unum, a nation that adheres to those principles of democracy guaranteed to every high school youth by the Declaration of Independence, the author of which was deeply imbued with the ancient classics, while the words and content of the debt the youth of America owe to the glory and the grandeur that was Rome.  

Mathematics is the science that treats of quantity, especially by the use of symbols; the science that treats of the measuring of quantities and the ascertainment of their properties and relations. 6

Algebra. To the mathematician algebra may be defined as an extension and generalization of arithmetic. It is the science of solving mathematical problems by means of symbols and equations. These are used in the place of arithmetical numbers and enable the rules and formulas of arithmetic and certain other sciences to be expressed more concisely than is otherwise possible. Several terms used in the study of algebra are derived directly from the Latin. These terms the Latin student will be familiar with upon entering this study. Only a small and partial list of the terms used in algebra are presented here by way of illustration:

<table>
<thead>
<tr>
<th>Terms</th>
<th>Latin</th>
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<tbody>
<tr>
<td>decimal</td>
<td>decem</td>
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<tr>
<td>equation</td>
<td>aequatio</td>
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<tr>
<td>exponent</td>
<td>exponens</td>
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<tr>
<td>factor</td>
<td>factor</td>
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</table>

Geometry. Geometry had its beginning in practical problems. It was the logical plan of Euclid founded on a relatively small number of fundamental postulates, axioms, and definitions derived through sense perception and intuition. We study geometry for its development of logical principles, for the exact truths it contains and for its many practical relations to life. Many of the terms used in geometry were derived directly from Latin. Only a few of the many terms of Latin origin are presented here as illustrations:

<table>
<thead>
<tr>
<th>Terms</th>
<th>Latin</th>
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<tbody>
<tr>
<td>arc</td>
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<td>circumscribe</td>
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<td>convexus</td>
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<tr>
<td>Latin Word</td>
<td>English Equivalent</td>
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<td>obtuse</td>
<td>obtusus</td>
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<tr>
<td>ratio</td>
<td>ratio</td>
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<tr>
<td>vertex</td>
<td>vertex</td>
</tr>
</tbody>
</table>

B. PHYSIOLOGY

Physiology, strictly defined, is the science which treats of the uses or functions of organs in living beings.

A knowledge of Latin will aid one in the understanding of this topic. How many of the following would you know had you not had a working acquaintance with Latin? Did you know:

That the **tendon of Achilles** enables you to stand on tiptoe?

That the **orbicularis oris** is absolutely indispensible in whistling?

That your sister's piano-playing is largely a matter of the **flexores digitorum sublimes et flexores digitorum profundii**?

That if your **trabeculae carnea** should slacken, it would mean speedy death for you?

That the **olecranon** process is the true name of your "funny" bone?
That the *sartorius* is the longest muscle in the body, and that it enables tailors to sit cross-legged?

That without the *orbicularis oculi* you could not go to sleep tonight?

That you could not have the toothache without the nerve *trigeminus*, nor be seasick without the *vagus* nerve?

That there are people who, like the donkey, can use the *attraheuris auris*, *retrahens auris*, and *attolens auris*?\(^7\)

These are but a few of the many terms applicable to the science of physiology, which a student of Latin would understand.

C. ZOOLOGY

The use of Latin terms in scientific nomenclature is not, as is sometimes assumed, due to either conservatism or affectation. Only a language no longer spoken is suitable for use in technical terminology, because the words of a living language are sure to develop differences of meaning, with resulting ambiguity; protection against error, not to speak of the inconvenience of the scientist, can be assured only by an exact and unvarying correspondence between symbol

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Therefore, the scientific nomenclature employed by scientists throughout the world is of Latin origin. The scientific name, by which an animal or plant is universally known, consists of two Latinized words. The first of these is the name of the Genus to which the animal or plant belongs. It is called the generic name and always begins with a capital letter. The second word of a scientific name denotes the species to which the animal or plant belongs. This word is known as the specific name. This contribution of standardization of terms to modern science was made by Linnaeus, the famous Swedish naturalist.

Zoology is the science that treats of animals with reference to structure, functions, development, analysis, nomenclature, and classification. To show how classification works in zoology, the word "tiger" will be classified.

Phylum, Chordata
Subphylum, Craniata (Vertebrata)
Class, Mammalia
Subclass, Theria
Superorder, Eutheria
Order, Carnivora
Family, Felidae
Genus, Felis
Species, Felis tigris


Every high school student during his lifetime has had a pet. These pets can also be given Latin names.

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Latin Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>equus</td>
</tr>
<tr>
<td>dog</td>
<td>canis</td>
</tr>
<tr>
<td>cat</td>
<td>feline</td>
</tr>
<tr>
<td>rabbit</td>
<td>lepus</td>
</tr>
<tr>
<td>goat</td>
<td>capra</td>
</tr>
<tr>
<td>sheep</td>
<td>ovis</td>
</tr>
<tr>
<td>pig</td>
<td>sus</td>
</tr>
<tr>
<td>goldfish</td>
<td>Carassius auratus</td>
</tr>
<tr>
<td>mouse</td>
<td>mus</td>
</tr>
<tr>
<td>cow</td>
<td>vacca or bos</td>
</tr>
</tbody>
</table>

D. BOTANY

In the study of Botany the classification of a plant is determined by its structure and by its relationships to other plants. The science of botany also uses Latinized words. Although some are scientific, long, complex, strange-sounding words, many are shorter and simpler than the corresponding common names. In numerous cases the scientific name of a plant has been adopted as the common name. The average high school Latin student may know several of the following plants, trees, fruits, and vegetables from his Latin studies before entering into the subject of botany. The following is
a list of the common names and the Latin form used in the study of botany:

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Latin Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trees</strong></td>
<td></td>
</tr>
<tr>
<td>Elm</td>
<td>Ulmus</td>
</tr>
<tr>
<td>Walnut</td>
<td>Juglans</td>
</tr>
<tr>
<td>Redwood</td>
<td>Sequoia</td>
</tr>
<tr>
<td>Hickory</td>
<td>Hicoria</td>
</tr>
<tr>
<td>Maple</td>
<td>Acer</td>
</tr>
<tr>
<td><strong>Fruits</strong></td>
<td></td>
</tr>
<tr>
<td>Grape</td>
<td>Acinus</td>
</tr>
<tr>
<td>Apple</td>
<td>Malum</td>
</tr>
<tr>
<td>Peach</td>
<td>Persica</td>
</tr>
<tr>
<td>Plum</td>
<td>Prunum</td>
</tr>
<tr>
<td>Cherry</td>
<td>Cerasus</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td></td>
</tr>
<tr>
<td>Pea</td>
<td>Pisum</td>
</tr>
<tr>
<td>Potato</td>
<td>Solanum tuberosum</td>
</tr>
<tr>
<td>Corn</td>
<td>Zea mays</td>
</tr>
<tr>
<td>Onion</td>
<td>Allium cepa</td>
</tr>
<tr>
<td>Carrot</td>
<td>Daucus carota</td>
</tr>
<tr>
<td><strong>Common Flowers</strong></td>
<td></td>
</tr>
<tr>
<td>Aster</td>
<td>Astra</td>
</tr>
<tr>
<td>Peony</td>
<td>Poenia</td>
</tr>
<tr>
<td>Rose</td>
<td>Rosa</td>
</tr>
</tbody>
</table>
E. SOCIAL STUDIES

The scope of social science is very wide, but, by way of illustration, the high school pupil who studies the problems of our country, who discusses the government and the governmental agencies of the United States, who thinks in terms of a future occupation, will feel that Latin still lives in American life. 10

Government. The three branches of our government are: Legislative, Executive, and Judicial. Legal and legislature are from lex, legis, meaning "law;" executive from executio meaning "to perform or execute," and judge or judicial from judex meaning judge. Many names of the government agencies have a Latin background. Some of these agencies are: Federal Communications Commission, Federal Deposit Insurance Corporation, Federal Emergency Relief Association, Federal Intermediate Act, Federal Reserve Act, Federal Supplies Commodities Corporation, Inter-state Commerce Commission, Reconstruction Finance Corporation, Social Security Commission, and United States Sanitary Commission.

Social problems. Through all ages the peoples of the world have been confronted with social problems. Some of the problems we face today are the following:

- civil rights
- currency
- depression
- emigration
- expansion
- foreign exchange
- immigration
- labor unions
- juvenile delinquency
- imports
- naturalization
- United Nations

Vocational civics. Several occupations pupils study about and elect while in high school have names derived from the Latin. They are:

- accountant
- editor
- plumber
- actor
- engineer
- printer
- artist
- horticulturist
- professor
- author
- journalist
- scientist
- clergyman
- librarian
- translator
- dentist
- nurse
- vocational adviser

Many other terms we use each day in conversation or in reading referring to the government of the United States are derived from Latin. Some examples of these are: **senate**, from **senex**, meaning "old man;" **candidate**, from **candidatus**, meaning "clothed in white," which refers to the white toga worn by Romans when they were seeking office; **congress**, from

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11 Ibid., p. 9.
congressus, meaning "a meeting of assembly;" mayor, from maior, meaning "greater one;" civil, from civis, meaning "citizen." The motto of the United States is pure Latin--E Pluribus Unum.

F. HOME ECONOMICS

While a major in Home Economics seems to have interests far different from those of the high school Latin major, a Latin pupil might do well to challenge the student of Home Economics to sew a dress, prepare a meal, or furnish a home, without using a Latin derivative. Some of these terms used in the study of Home Economics are:

- accessories, expenditures, nutrition
- apartment, flowers, personality
- appearance, furniture, picture
- appetizer, hospitality, porcelain
- beverages, installation of, preserving
- calorie, plumbing, refrigerator
- closet, insulation, relationships
- collar, laboratory, storage cellar
- dessert, marketing, terrace
- dinner, mirror, vegetables

Many of the customs that are considered typically American are an inheritance from Rome. According to an article in a home economics magazine:
Roman brides were the first to wear garlands of orange blossoms, doing so as a symbol of the golden fruit presented by Jupiter to Juno on their wedding day. Roman brides believed that orange blossoms symbolized lasting marital happiness.\(^{12}\)

Many patterns of summer footwear for women of the present day are exact replicas of those worn by the Romans. They are toeless and heelless, and have straps to hold them on the foot. According to Lester,\(^{13}\) the Roman women used cosmetics and perfumes profusely. However, she continues, "white lead to soften the skin and vermillion to tint it were constantly employed by both sexes." For eye makeup, she says that black soot or powder was used. These are but a few of many references the Latin student can make to home economics as the field is very broad.

V. CONTRIBUTION OF LATIN TO THE PROFESSIONS

A. MEDICINE

A doctor of medicine looks back to the days of Rome when he recites the Hippocratic Oath, for recent evidence seems to indicate that it is of imperial date and of Roman rather than of Greek origin. When in his practice of

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medicine he discusses illnesses or remedies for them, he repeatedly uses Latin words, most of which are but slightly changed in form or spelling.\textsuperscript{14}

The pupil of the secondary school in preparing for a career in medicine should be thoroughly grounded in Latin terminology. By learning a few principles of word construction and a number of commonly used words, the student will soon become at home in this intricate terminology. Paraphrasing the famous epigram of Celsus, "Causae aestimatio saepe morbum solvit," we may say that an understanding of word formation often resolves the difficulty. What Dr. Welch of Johns Hopkins University said about the practice of medicine applies equally well to mastering the medical vocabulary: "Whenever you can penetrate to the roots of a matter; whenever you can get a real insight into the essence of a thing; whenever you get the real causes of things; then there is a chance of acquiring power over the object of study."\textsuperscript{15} The growing severity of the requirements of the medical curriculum, necessitated by the expanding boundaries of medical science, makes it increasingly important that progress in professional studies not be hampered by the difficulty of the


language used in textbooks and lectures. Since Greek and Latin are the major sources of this vocabulary, a knowledge of the contribution of these languages to the structure and meaning of scientific terms can be of immeasurable value. Such an equipment not only illuminates what is read and heard but is an aid to clarity of thinking and accuracy of expression.  

Appreciation of words as records of human concerns is an enriching experience. Many of the words to be examined in this study are repositories of various details of ancient life and its environment. Warfare, with its weapons, its armor and its soldiers, is reflected in 'gladiolus,' 'thyroid' and 'phalanges.' 'Tunic' and 'pallium' tell of clothing worn in ancient times. 'Decussate' probably records a detail about Roman coins. 'Atlas,' the name of a certain vertebra, and 'Achilles tendon' are terms with a background in myth and legend.

Many people believe today that the study of Latin is a waste of time. Dean H. W. Kostmayer of Tulane School of Medicine summarizes the importance of Latin in the following paragraphs:

Many guides and counsellors in medicine in recommending the study of Latin, do look on this study, I fear, mainly as an acquired memory of

Several examples of Latin words and phrases will be given to show how Latin is used in naming muscles, bones, nerves, vessels, and other parts of the body and as terms noting pathological states, parasitic organisms, and drugs. Some of the most common words known by most individuals are as follows:

- abrasion
- adhesion
- digestion
- muscle

Common Name: abrasion, adhesion, digestion, muscle

Latin Name: acid, cancer, germ, pulse

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Latin Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporal</td>
<td>Os temporale</td>
</tr>
<tr>
<td>Twelfth rib</td>
<td>Costa XII</td>
</tr>
<tr>
<td>Bicipital groove</td>
<td>Subscus intertubercularis</td>
</tr>
</tbody>
</table>

Coronoid process
Ulna
Thigh bone
Knee cap
Calf bone
Capsule of knee-joint

Muscles
Cheek
External oblique
Subscapular
Radial flexor
Quadrate pronator
Deep flexor of fingers
Tailor
Achilles' tendon
Broadest of back
Heel bone

19 Ibid., pp. 36-7.
Nerves

Optic
Trochlear
Left vagus
Left phrenic
Brachial plexus
Subscapular
Intercostobrachial
Femoral
Calf
Inferior cervical ganglion

Vessels

Right auricle
Right ventricle
Left auricle
Left ventricle
Pulmonary artery
Pulmonary veins
Aortic arch
Inferior vena cava
Capillaries of liver
Hepatic veins

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20 Ibid., p. 38.
21 Ibid., p. 41.
A lawyer can say with Lord Bryce, "It is Rome's great gift to the world," for the Roman Corpus Iuris Civilis is the basis of much of our modern jurisprudence. Because of this

<table>
<thead>
<tr>
<th>Parasitic Organisms</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lice</td>
<td>Pediculosis</td>
</tr>
<tr>
<td>Athletes foot</td>
<td>Microsporon audouini</td>
</tr>
<tr>
<td>Tapeworm</td>
<td>Taenia Bothrioecephalus</td>
</tr>
<tr>
<td>Bedbug</td>
<td>Cimex lectularius</td>
</tr>
<tr>
<td>Roundworm</td>
<td>Ascaris</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Diseases</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles</td>
<td>Morbilli</td>
</tr>
<tr>
<td>Mumps</td>
<td>Parotitis</td>
</tr>
<tr>
<td>Smallpox</td>
<td>Variola</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Varicella</td>
</tr>
<tr>
<td>Rickets</td>
<td>Rachitis</td>
</tr>
<tr>
<td>Cancer</td>
<td>Crab</td>
</tr>
<tr>
<td>Pink-eye</td>
<td>Impetigo</td>
</tr>
</tbody>
</table>

B. LAW

A lawyer can say with Lord Bryce, "It is Rome's great gift to the world," for the Roman Corpus Iuris Civilis is the basis of much of our modern jurisprudence. Because of this

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23 Ibid.
fact, a lawyer uses a great number of expressions which are not only Roman in form, but which also often approach the interpretation given them by the great Roman jurists.

Mr. Lyden Evans of the Chicago Bar states the following in regard to the study of law and the Latin language:

The modern languages are in their nature changing, and current language is full of colloquial, if not slang, phrases which are not accurate expressions of thought. In this respect the dead languages have the advantage. The student who studies the German of Goethe and Schiller will probably remember no more about those works twenty years after he has studied them than he would Homer or Virgil; yet in neither case would it be reasonable to deny the disciplinary value of the study. But the main advantage of dead languages over modern languages is that the subject-matter of the literature of modern languages is our complex modern life, full of the emotions of pity and sympathy. The subject-matter of the literature of the dead languages is more remote from us; it stimulates thought rather than emotion; the records of wars, the great jury speeches of Demosthenes and Cicero, the laws and political institutions of the peoples of antiquity, when properly studied, involve accurate expression and logical rather than sympathetic development. Nor are the poems of Homer or Virgil an exception; their appeal to us is not emotional in the modern sense; the subjects stressed in Greek and Latin literature are the conduct of life and the government of men and the lessons of history; the subject-matter of that literature itself educates a lawyer.

Again, the advantage of Latin and Greek over any modern language grows out of the fact that our own tongue consists of these languages or their derivatives grafted upon an Anglo-Saxon stock. We cannot learn Latin and Greek without learning English better; and he who is a good Latin grammarian is a good English grammarian without further study.

A third advantage arises from the fact that Latin law has been grafted upon Anglo-Saxon law. Our practice in chancery borrows from the civil law both its substantive enactments and in a large measure its practice, and all our probate or surrogate courts, by whatever name they are known in the various states, are simply inheritors of the ecclesiastical law of England so far as applicable to American conditions. The civil law, and not the common law, controls descent and heirship in almost all states throughout the Union and in England. It would seem a waste of time to attempt to elaborate the importance, for the lawyer, of a knowledge of the language in which is written so large a part of the law which is in full force and effect today throughout this Union.

It might be claimed that the last argument was merely academic, were it not for the fact that from the ingrafting of Latin upon our Saxon stock of law have come also Latin expressions of commonest use. Our writs are Latin words. Many of our forms of pleading and all the great principles of jurisprudence have been summarized in brief Latin statements which we call maxims; in an age when "brevity" is the second word to "efficiency," the practical value of this cannot be underestimated. To the legal mind the fact that any argument made comes legitimately and rationally within the scope of one of those great maxims which have guided our courts for centuries gives it weight and invites consideration, because it shows that the argument depends upon no novel or fictitious basis, but is in agreement with the experience of our race in the administration of justice.
Kelsy \(^{25}\) states that the greatest value to be derived from the study of:

... Latin maxims is that they contain the concentrated wisdom of the philosophers, scholars, and publicists of Greece and Rome. We of the English race, in our exaltation of the common law, are apt to forget that the foundation of almost all modern jurisprudence was laid by the jurisconsults of the Roman Empire in the compilation of the civil law, who availed themselves of the vast storehouse of wisdom gathered from more ancient sources.

When asked by A. M. Withers the value of Latin in regard to the study of law, Professor Roscoe Pound of the Harvard Law School replied: \(^{26}\)

It is extremely difficult for me to answer your letter concerning the attitude of our faculty upon the value of Latin for the control of English. There is no man on the faculty who would not be glad to have our students come with a foundation in Latin, for the reason, if no other, that so many Latin sentences and phrases are found in the law reports.

I happen to be one of the old fogies who is thoroughly convinced that the neglect of the classics is tragic. Certainly the college graduates coming to the Law School at present are on the whole much less able to handle the English language than they were in my day as a student. Since specialization and vocational training have commenced in high school and junior college, the men who enter professional schools seem to have no body of common knowledge. This makes it extremely difficult to put new legal and social problems against a common background.

\(^{25}\) Ibid., p. 222.

There was a time when a reference to the classics or to the Bible evoked an intelligent response. At present a goodly percentage of the class merely looks blank at such a reference.

A very large number of legal terms have been adopted bodily from the Latin. Some of them are as follows:

non obstante veridicto. . . . . notwithstanding the verdict

pro tempore. . . . . . . . . . . for the time being

actio in personam. . . . . . . personal action

non assumpsit. . . . . . . . . . . he did not undertake

alibi. . . . . . . . . . . . . . . presence elsewhere

cum testamento annexo. . . . . with the will annexed

ipso facto . . . . . . . . . . . . . . by the fact itself

ab initio . . . . . . . . . . . . . . from the beginning

per curiam . . . . . . . . . . . . . . by the court

amicus curiae. . . . . . . . . . . friend of the court

per se . . . . . . . . . . . . . . . . by itself

pro forma. . . . . . . . . . . . . . as a matter of form

mala fides . . . . . . . . . . . . bad faith

bona fides . . . . . . . . . . . . good faith

mala prohibita . . . . . . . . prohibited by law

mala in se . . . . . . . . . . . . wrong in itself

lex loci contractus. . . . . . place of contract

res gestae . . . . . . . . . . . . . . . . the subject-matter

res judicata . . . . . . . . . . . . the matter has been decided
Thus the educated man of the community, who is often referred to as the professional man, would probably be among the first to admit that the language in his technical treatises is often but a modern use of Latin roots and stems.

C. PHARMACY

The pharmacist deals with much of the same terminology that is used by the physician. He must be able to interpret all the Latin used by doctors on prescriptions and must be careful to make no errors. The symbol of pharmacy alone shows the debt the druggist owes to the Roman of old, as do also many of the directions he finds on prescriptions.

Edward Kremers, Director of the Course in Pharmacy, at the University of Wisconsin states: 27

I do not believe in perpetuating the absurd idea that classical Latin is required by the pharmacist to read so-called prescription Latin. The Latin of the prescription is not Latin in any proper sense but consists merely of Latin-ized forms, now-adays mostly of modern words. I favor languages, and Latin in particular, as a preparation for the pharmacy student as well as for any other student.

A few Latin phrases and abbreviations used in pharmacy are as follows:

a.c. ante cibum before meals
alt. hor. alternis horis every other hour

27 Edward Kremers, "Is High School Latin a Valuable Basis For Work In the University?" Madison, Wisconsin, 1936.
D. ARCHITECTURE

The Romans pioneered in many branches of building and many of their ideas are still in use today. If one were to go to New York City, he would see in the design and plan of the Pennsylvania Station a replica of the ancient Roman Baths of Caracalla. We may visit many of the large cities of this country and in doing so notice that Roman or Classical architecture, as a part of the Latin humanities, has left an imprint on the public buildings. Many also are the paintings of personages important in Roman history and in Roman mythology, in the Library of Congress and in other places. State Capitols of many states reflect the buildings of ancient Rome. The people of practically all large cities of the United States can point with pride to buildings such as libraries, museums, railroad terminals, and the like, all of which show Roman influence. Some of the following are:


Art Institute, Chicago, Illinois
Capitol, Richmond, Virginia
Government Building, Lincoln, Nebraska
The Hermitage, Nashville, Tennessee
Jefferson Memorial, Saint Louis, Missouri
Mellon Institute, Pittsburgh, Pennsylvania
Monticello, Charlottesville, Virginia
Old Astor House, New York
State House, Boston, Massachusetts
Washington Monument, Baltimore, Maryland

Some of the phrases and words derived from Latin which the architect uses are as follows: 30

Annulet (Latin Annulus, a little ring) a small projecting circular band around the lower part of the capital of a column or pillar.

Arcade (Latin Arcus, a bow) a row of arches on pillars, covered with a roof.

Canopy (Latin Canopeum, a sort of awning that originated at Canopus, in Egypt) a hood projecting like an awning over a pulpit or throne.

Cloister (Latin Claustrum, a shut place) an arched way or covered walk surrounding the courtyard of a church building.

Corridor (Latin Currere, to run) a long passageway.
Dome (Latin Domus, a house) a large rounded cupola.
Lantern (Latin Lanterna, a lantern) an open tower-like structure set on the roof of a building to give air and light to the interior.
Mezzanine (Latin Medianus, in the middle) an extra floor between two others, usually the first and second, and often in the form of a gallery.
Pillar (Latin Pila, a pillar) an upright mass or column used as a support.
Podium (Latin Podium, an elevated place) a raised platform, such as that upon which the leader of an orchestra stands.

In conclusion, H. W. Dodds, professor of politics and former president of Princeton University, sums up the value of Latin in regards to other branches of study in this paragraph: 31

The modern world cannot afford to neglect the values formulated by classical antiquity. These values touch modern life both by likeness and contrast and thus furnish indispensable standards by which to assess the ideals of intellectual, moral, aesthetic, and civic life today. A grounding in the classical languages affords the most enlightened approach to solid attainments in other branches of humanistic study and offers a valuable agency

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in the preparation of students for careers in various of the learned professions.
CHAPTER VIII

IMPORTANCE OF LATIN AS A FOUNDATION FOR THE STUDY
OF OTHER FOREIGN LANGUAGES

The McGorey study\(^1\) shows that while the most important single element common to Latin and French is found in vocabulary, there are many principles and details of Latin grammar that apply also to French.

The Scheck study\(^2\) shows that of the 10,435 pupils who entered high school in 1914, 1915, 1916, and 1917 and began the study of Latin, forty-two per cent studied French, thirteen per cent Spanish and twenty-six per cent German during their high school course. Other available data indicate that the great decrease in the study of German during the war was accompanied by a corresponding increase in the study of French and Spanish. Furthermore, if information were available concerning the number of pupils who ultimately began the study of one or more of the languages in college, these percentages would be somewhat increased. The objective was considered valid for the course as a whole by ninety-one per cent of the teachers answering the general questionnaire.

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The Henmon study,³ based on tests in vocabulary and sentence translation, given to several thousand Latin and non-Latin pupils at the end of their first year of French, shows that when the scores of Latin and non-Latin pupils are compared without reference to the general ability of the two groups the average score of Latin pupils is markedly higher, but that when Latin pupils are compared with non-Latin pupils on the basis of equal general scholarship the larger part of the superiority of the Latin pupils disappears. The superiority remaining, though measurable, is small, amounting in vocabulary test of fifty to fifty-six words for two-semester Latin pupils, increasing to 2.10 words for four-semester Latin pupils. In translation test consisting of twelve sentences for two semester Latin pupils, and .40 sentences for four-semester Latin pupils, increasing to 1.03 sentences for six-semester Latin pupils. The results of tests given to the same pupils at the end of their second year of French, show that the superiority of Latin pupils observable at the end of the first year of French is not apparent at the end of the second year.

The Kirby study,⁴ based on the records of students at


the State University of Iowa, shows that under present conditions of teaching Latin and French the student's chances of success in first year French in college are slightly increased in proportion to the number of years he has studied Latin in school. The Hill study, made under the direction of Professor Kirby and with his full approval, shows that "Latin pursued in the high school has a significant positive correlation with success in first-semester French in the University of Iowa." This is specially notable in the case of students who offered three or four years, instead of two years, of Latin for college entrance. The sum of the author's conclusions is that "the correlation between intelligence and grades in French was very little greater than the correlation between study in Latin and grades in French. This means that, given the intelligence necessary for college entrance, Latin study is about as important a factor for success in French as superior intelligence is."

The general results of the Hill study confirm the results found in the Heald study. The Cole study, based on

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5 J. L. Hill, "The Relation of the Amount of Latin Pursued in High School to Success in First-Semester French in the University of Iowa," a master's dissertation, 1924.

6 I. F. Heald, "Relation between the Study of Latin in High School and First-Year College French," a master's dissertation at the University of Iowa, 1923.

the records of students at Oberlin College, shows that the student's chances of success in first year French or Spanish in college are slightly increased in proportion to the number of years he has studied Latin in school. The results of the Cleveland controlled experiment show that by better correlation in the teaching of Latin and French in school the amount of Latin-French transfer can be very greatly increased. Much of the responsibility for using advantageously the correlation between Latin and the Romance languages rests upon teachers of the latter languages. Romance textbooks and methods which take into account the fact that many students of these languages have previously studied Latin naturally lead to richer results. Of the teachers who indicated by the general questionnaire that they regarded this objective as valid, seventy-seven per cent considered that satisfactory results were being secured in their own schools.

In an article by Della G. Vance she states that much time and effort will be saved in Spanish if the student has taken Latin first.\(^8\) The writer continues:

\[\text{From 205 B.C. until 476 A.D. Rome ruled Spain. During those 600 years the influence of the young, vigorous, conquering Rome was tremendous in Spain. Three out of five words in Spanish are corrupted or vulgar Latin, as it was spoken}\]

by the Roman legionnaires. "Corrupted" is a well-chosen word, for I can well imagine that the atrocities committed upon the body and person of Classical Latin by those Roman soldiers are equaled only by the mutilations of the English language that are being carried to the far-flung corners of the earth today by the Brooklynites, Hill Billies, Jitter Bugs, and What-Have-You that are naturally found in any citizen army.

... Roman engineers built roads and aqueducts. Camps grew into towns. Roman law established its organized system. Each of these activities brought its own Latin vocabulary into the Spanish Language. Then in 476 A.D. the lights went out all over civilized Europe. The Barbarian Invasions were on. Goths, Vandals, Alans, Suevi, and Visgoths overran Spain. Their languages were crude and unexpressive. In time they adopted Latin, or shall we say Spanish? Doubtless some of the peculiar sounds of modern Spanish represent the valiant struggles of these northern barbarians to master Ciceronian Latin. But they left a marked influence upon the Spanish language because, as Edward Everett Hale said, "Spanish is a language of Roman roots clothed in Gothic or Northern grammar."

The first rule, and this applies to all Romance languages, is that it was upon the accusative singular of the Latin that the modern language words were formed thus:

Carbonem gave Sp., carbon, Fr., carbon, It., carbone, Pt., carvoa.

Calorem gave Sp., calor, Fr., chaleur, It., calore, Pt., calor.

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Another helpful rule is that Latin words with accent on the antepenult regularly in Spanish, frequently in the other Romance languages were shortened by dropping the penultimate syllable; a phenomenon not unknown in classical Latin, as periculum, shortened to periclum.

With relatively few exceptions, the gender of Romance words is the same as that of the original Latin. Neuter Latin words became, as a general rule, masculine in these modern languages. Hence, a knowledge of the Latin gender is of immense value in determining the gender of Romance words.10

Students of Portuguese find it very hard to remember the plural of nouns in *as*; not, however, if they have studied Latin; Latin accusative plurals in *anos, ones, anes, give aoe, oes, aes, respectively, that is intervocalis *n* is dropped and the preceding *a* is nasalized.

If the Romance language teacher has enough of a Latin background and some elementary knowledge, at least, of philology, and if he will spend a short time explaining such principles to students, much time will be saved that would be spent in thumbing through vocabularies in search of words whose meanings may be worked out by intelligent reasoning. Romance students are fascinated by the origin in mythology of the year, and that a knowledge of this serves as a mnemonic.

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10 Ibid., 645-46.
device as well. First, recall that in Latin *dies* meant day and show that the *di* was incorporated into French while the Spanish preserved the Latin genitive ending *is* in the form *es* (lunes and miercoles adding their *un* Latin *es* ending probably by analogy.)

Even the verb irregularities can make more sense if the pupils are taught to relate them to their Latin origin. Also, the students who do not know another language can list only English cognates, but even such pupils are much impressed by the long lists of cognates made by the pupils that can roam farther afield in their search. Therefore, Latin is an excellent basis for the study of other foreign languages.

The high school pupil who is a student of modern foreign languages finds that a knowledge of Latin is a great help to him because of the similarity of vocabulary. By way of illustration, a list of the numerals from one to ten shows how Latin is the keystone in the arch of modern foreign languages.12

<table>
<thead>
<tr>
<th>French</th>
<th>Italian</th>
<th>Latin</th>
<th>Portuguese</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>uno</td>
<td>UNUS</td>
<td>um</td>
<td>uno</td>
</tr>
<tr>
<td>deux</td>
<td>due</td>
<td>DUO</td>
<td>dois</td>
<td>dos</td>
</tr>
</tbody>
</table>

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A study of the list below will show that Latin forms the keystone in the arch of the Romance languages in naming the months of the year.  

<table>
<thead>
<tr>
<th>French</th>
<th>Italian</th>
<th>Latin</th>
<th>Portuguese</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>janvier</td>
<td>gennaio</td>
<td>IANUARIUS</td>
<td>janeiro</td>
<td>enero</td>
</tr>
<tr>
<td>fevrier</td>
<td>febbraio</td>
<td>FEBRARIUS</td>
<td>fevereio</td>
<td>febrero</td>
</tr>
<tr>
<td>mars</td>
<td>marzo</td>
<td>MARTIUS</td>
<td>marco</td>
<td>marzo</td>
</tr>
<tr>
<td>avril</td>
<td>aprile</td>
<td>APRILIS</td>
<td>abril</td>
<td>abril</td>
</tr>
<tr>
<td>mai</td>
<td>maggio</td>
<td>MAIUS</td>
<td>maio</td>
<td>mayo</td>
</tr>
<tr>
<td>juin</td>
<td>guigno</td>
<td>IUNIUS</td>
<td>junko</td>
<td>junio</td>
</tr>
<tr>
<td>juillet</td>
<td>luglio</td>
<td>IULIUS</td>
<td>julho</td>
<td>julio</td>
</tr>
<tr>
<td>aout</td>
<td>agosto</td>
<td>AUGUSTUS</td>
<td>agosto</td>
<td>agosto</td>
</tr>
<tr>
<td>septembre</td>
<td>settembre</td>
<td>SEPTEMBER</td>
<td>setembro</td>
<td>setiembre</td>
</tr>
<tr>
<td>octobre</td>
<td>ottobre</td>
<td>OCTOBER</td>
<td>outubro</td>
<td>octubre</td>
</tr>
</tbody>
</table>

---

Latin in the basis of Spanish, Italian, and French which accounts for the striking similarity in the following examples of common words:\textsuperscript{14}

<table>
<thead>
<tr>
<th>Latin</th>
<th>Spanish</th>
<th>Italian</th>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>fructus</td>
<td>fruta</td>
<td>frutto</td>
<td>fruit</td>
<td>fruit</td>
</tr>
<tr>
<td>infans</td>
<td>infante</td>
<td>infante</td>
<td>enfant</td>
<td>infant</td>
</tr>
<tr>
<td>honor</td>
<td>honor</td>
<td>onore</td>
<td>honneir</td>
<td>honor</td>
</tr>
<tr>
<td>gloria</td>
<td>gloria</td>
<td>gloria</td>
<td>gloire</td>
<td>glory</td>
</tr>
<tr>
<td>natura</td>
<td>natura</td>
<td>natura</td>
<td>nature</td>
<td>nature</td>
</tr>
<tr>
<td>vestibulum</td>
<td>vestibulo</td>
<td>vestibolo</td>
<td>vestibule</td>
<td>vestibule</td>
</tr>
<tr>
<td>flos</td>
<td>flor</td>
<td>fiore</td>
<td>fleur</td>
<td>flower</td>
</tr>
<tr>
<td>animal</td>
<td>animal</td>
<td>animale</td>
<td>animal</td>
<td>animal</td>
</tr>
<tr>
<td>rosa</td>
<td>rosa</td>
<td>rosa</td>
<td>rose</td>
<td>rose</td>
</tr>
<tr>
<td>sermo</td>
<td>sermon</td>
<td>sermone</td>
<td>sermon</td>
<td>sermon</td>
</tr>
</tbody>
</table>

Latin simplifies many of the points in French grammar. The similarity can be noted in the present tense of the verb "to be."\textsuperscript{15}


\textsuperscript{15} Ibid., p. 38.
Latin

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ego sum</td>
<td>nos sumus</td>
</tr>
<tr>
<td>tu es</td>
<td>vos estis</td>
</tr>
<tr>
<td>ille est</td>
<td>illi sunt</td>
</tr>
</tbody>
</table>

French

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>je suis</td>
<td>nous sommes</td>
</tr>
<tr>
<td>tu es</td>
<td>vous etes</td>
</tr>
<tr>
<td>il est</td>
<td>ils sont</td>
</tr>
</tbody>
</table>

The gender of nouns, a very troublesome point in French grammar, is robbed of its difficulty for the Latin student, because masculine and feminine Latin nouns retain their genders in French, while Latin neuters are regularly masculine.--

Latin

<table>
<thead>
<tr>
<th>Latin</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>murus, m, wall</td>
<td>mur, m.</td>
</tr>
<tr>
<td>liber, m., book</td>
<td>livre, m.</td>
</tr>
<tr>
<td>iustitia, f., justice</td>
<td>justice, f.</td>
</tr>
<tr>
<td>manus, f., hand</td>
<td>main, f.</td>
</tr>
<tr>
<td>corpus, n., body</td>
<td>corps, m.</td>
</tr>
<tr>
<td>verbum, n., word</td>
<td>verbe, m.</td>
</tr>
</tbody>
</table>
CHAPTER IX

IMPORTANCE OF LATIN IN THE UNDERSTANDING AND
APPRECIATION OF REFERENCES AND ALLUSIONS
TO MYTHOLOGY

The ability to appreciate the significance of the numerous references and allusions in the books and magazines most commonly read by high school boys and girls adds greatly to the pleasures of reading and to the development of a cultural background for future reading.

The studies\(^1\) of King and Bunyan, based on an examination of the material found in books and in contemporary magazines and newspapers usually read by high school pupils, show that there were 5,242 definite references to characters, places, events, and ideas connected with the history and life of the Greeks and Romans.

Advertisers assume that their readers have a knowledge of classical mythology. By means of imaginary trips through magazines and newspapers and actual trips in the community, students find that we can sleep on Argos sheeting, starch with Argo starch; we can write letters on Triton bond or Venus writing paper, with Venus pencils; we can buy the Hygeia Magazine at the Parnassus Book Shop; for the cook there are

\(^1\) R. B. King, *Classical Allusions in Certain Newspapers and Magazines*. 
the Vulcan gas range and Hercules matches; for the beauty specialist there are Venus curling irons and Pandora powder; for the baby there are the Hygeia nursing bottle and the Jupiter hot water bottle; for the autoist there is the Hades hot water heater. Through the study of mythology the students learn the significance of the picture of Mercury found at the florists and telegraph office and on top of the bank. This interpretation, along with the interpretation of many other phases of everyday life, which continues through all the years, makes life a little richer for each individual.

Some of the well known expressions based upon the Roman life are as follows:

During the second Punic war when Hannibal, the famous Carthaginian general, was winning victories over the Romans, the latter appointed a dictator named Fabius to take charge of their affairs. It was his policy to refuse open battle and to wear Hannibal out by annoying him as much as possible in other ways. Such a policy of caution and delay of course made him unpopular with certain people at Rome. But the outcome of it was so satisfactory, in that it led to the defeat of the Carthaginians, that the Romans ever afterwards thought of him with gratitude. We continue to apply the term "Fabian policy" to any course of procedure which involves "watchful waiting" as a method of solving critical problems.

The **Midas touch** is an expression often heard and frequently found in literature. It indicates that some people have a wonderful way of acquiring gold, or, in other words, of making money. We sometimes hear of people who try to **work the oracle.** This is only another way of saying that they are attempting to influence some powerful agency to confer a favor. **Janus-headed** means "double-headed," and **Janus-faced** conveys the idea of "two-faced," insincere, or deceitful. Sometimes it means that a question or situation has two sides to it, as in this quotation from the *Atlantic Monthly: "This is a Janus-faced fact."* Because Janus faced both ways he became a symbol for openmindedness; for since he looks both forward and backward, he is able to take a just view of all questions. The **olive branch of peace** is a common expression. It comes about probably from the fact that Minerva was intimately connected with the olive, and that she presided over the arts of peace.

**Bacchus** has been a favorite theme for musical compositions, and at least thirty operettas bear his name. An opera written about Venus is "Tannhauser." According to a medieval legend, a knight by this name was lured into a cavern in a

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4 Ibid., p. 69.

5 Ibid., p. 125.
mountain called "Venusberg" where the goddess was holding her court—a place from which no one but Tannhauser ever returned. The opera Orpheus by Van Gluck is as equally important. Twenty-seven operas bear either his name or that of Eurydice.

Some very famous expressions used each day are as follows:

2. An Achilles-Agamemnon episode—a quarrel between two persons whereby progress in an important enterprise is delayed.
3. An Achilles—an eminent hero.
4. He cannot bend Ulysses' bow—he is not equal to the task.
5. An Odyssey—a tale of wild adventure.
6. A case of the Greeks bearing gifts which is presented under friendly guise.
7. A Sinon—a skillful liar.
8. An Ulysses—one who is clever in devising schemes.
9. A Cassandra utterance—words which foretell evil and are not heeded.
10. To fight (or work) like a Trojan—to fight with

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amazing boldness (or work with unusual energy).

An understanding of Classical mythology will aid one in the understanding and appreciation of the allusions and references which many well-known authors use in poetry and prose. Some examples are as follows:

"I as Aeneas, our great ancestor,
Did from the flames of Troy upon his shoulder
The old Anchises bear, so from the waves of Tiber
Did I the tired Caesar."

--Shakespeare, **Julius Caesar**

"But see, where thro' the azure chasm
Of yon forked and snowy hill
Trampling the slant winds on high
With golden-sandaled feet, that glow
Under plumes of purple dye,
Like rose-ensanguined ivory,
A Shape comes now,
Stretching on high from his right hand
A Serpent-cinctured wand."

--Shelley, **Prometheus Unbound**, Act I, 316.

"Or bid the soul of Orpheus sing
Such notes, as warbled to the string
Drew iron tears down Pluto's cheek
And made Hell grant what Love did seek."

--Milton, **Il Penseroso**, 105-108.

"The nightmare Life-in-Death was she, who
Thicks man's blood with cold."

--Coleridge, **Ancient Mariner**, Part III, Stanza 45, 193-94.

"I am a part of all that I have met."

--Tennyson, **Ulysses**, 18.
Thackeray says "Little boys at school are taught in their earliest Latin book that the path of Avernus is very easy of descent."

--*Vanity Fair*, Ch. 65.
CHAPTER X

IMPORTANCE OF LATIN AS A GENERAL CULTURAL BACKGROUND

The results of the Davis-Hicks true-false test, run with Latin and non-Latin pupils who were completing their third years work in high school without having studied ancient history, show a marked superiority of three-year Latin pupils over non-Latin pupils of the same general scholastic ability in their knowledge of outstanding historical facts connected with the content and background of Caesar's *Gallic War* and of the orations of Cicero commonly read. The superiority of two year Latin pupils over non-Latin pupils in that section of the list concerned with the content and background of Caesar's *Gallic War* was somewhat less marked. The degree of attainment of the three year and two year Latin pupils as compared with non-Latin pupils of the same general scholastic ability was found to be nearly the same in the case of those third high school pupils who had studied ancient history. Results of the Davis-Hicks test on content and background of Caesar's *Gallic War*, given to Latin and non-Latin pupils who were completing their second year in high school show an average superiority on the part of second year Latin pupils over non-Latin pupils of the same general scholastic ability.

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1 *The Classical Investigation*, (New York: Princeton University Press, 1924--out of print.)
tio ability was found to be nearly the same in the case of those third year high school pupils who had studied ancient history. Results of the Davis-Hicks test on the content and background of Caesar's Gallic War, run with Latin and non-Latin pupils who were completing their second year in high school, show an average superiority on the part of the second year Latin pupil over the non-Latin pupils, although this superiority is very slight in those portions of the test concerned with larger historical implications of the test. A study of the methods used in the various classes listed shows close relation between the amount of the historical content and background of the text read and the class median score.

The Hicks study, based upon the Pittsburgh controlled experiment, shows that with a more discriminating emphasis upon the important historical impression of the text read, a much better grasp of the historical content and background can be secured than was found to be the case in the country as a whole.

Young people of today who look forward to preparing themselves in their school and college life for intelligent understanding of the world in which they live and for participation in its many-sided activities should develop a fuller

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2 E. E. Hicks, Controlled Experiment in the Teaching of the Historical Content and Background of Caesar's Gallic War. A doctoral dissertation at University of Pittsburgh, 1934.
and richer understanding of our life today through a study of language, life, customs, political, social, and economic attainments of the Romans.

I. ROMAN HOLIDAYS

The Romans seem to have been a good deal more festive than we are; at least they had far more holidays. But they didn't take Saturday and Sunday off every week; so that may balance things up for us. Roman holidays, however gaily—even wildly—celebrated, had a religious background, were church holidays in a sense. In Latin idiom, they were white-letter days. Their homes were important, religiously, to the Romans. When they prayed elaborately, they began with Janus, god of the front door, and ended with Vesta, goddess of the kitchen. In fact, janua means the house-door. Also (though the year began, in very early times, with March) Janus was the god of beginnings; and January 1st was, as with us, NEW YEAR'S DAY. On that day gifts of good omen were exchanged, and unpleasant, illomened acts and words were avoided. It was also INAUGURATION DAY for the consuls. For that matter, everybody did a little of his usual work on New Year's Day as an omen of a successful year. People greeted one another with good wishes and prayers for a happy year. Gifts included honey, sweet dates, and small coins. Later, the celebration of the December Saturnalia ran over into New
Year's Day, as with our holiday season. From February thirteenth to the twenty-first there was a sort of Lent. Marriages were forbidden and magistrates didn't wear their insignia. Then, on the twenty-second, there was a family love-feast, the festival of our "dear relatives." It was a MEMORIAL DAY for dead members of the family. The Saturnalia was a sort of pattern for the European carnival in Catholic countries, ending in Shrove Tuesday. It may be connected with the cave by the Palatine where Romulus and Remus were said to have been cared for by the Lupa. In that sense it could be coupled with COLUMBUS DAY. MOTHER'S DAY (Matronalia) came the first of March. Mothers received gifts from their husbands and children then. APRIL FOOLS' DAY might be loosely compared to the Quirinalia, the "feast of fools," "one of the most largely attended," said a Canadian wit, "of Roman festivals." But that came in February. It was for those who didn't get their home-work done on time. But LABOR DAY is more appropriate to the practical Roman Ludi Cereales. The first temple to Ceres was founded very early (496 B.C.), owing to a famine. It was at the foot of the Aventine Hill, in a part of Rome where plebeians lived. The hunger and political dissatisfaction of the common people, which led to their secession and the appointment of tribunes and aediles

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of the plebs, in the very year of the founding of Ceres' temple, were relieved in some way in connection with her cult. The tribune gave the plebeians political power; and the aediles looked after their food supply. This temple became head-quarters for the labor unions.\textsuperscript{7} To the \textsc{fourth of july}--as the beginning of our independence as a nation--corresponds the birthday of Rome, April 21st; but with them it was a matter rather of the original settlement. The day spent out-doors and the bon-fires could suggest \textsc{arbor day}, on which pupils and teachers used to get out and rake the campus, burn the leaves and grass, and plant trees and vines. The \textsc{halloween} spirit came over the Romans in May, rather than October. During this time ghosts, spooks, and lemures prowled about. September, the hottest of the months, the Romans spent largely trying to keep alive. The \textit{ludi romani} came then, taking the place of our \textsc{world series} in baseball. \textsc{armistice day} with the Romans was on those rare occasions when the doors of the temple of Janus were closed. The doors of this temple stood for the doors of the state. The Romans, when they declared war, left the doors open, as a good omen for the safe return of their soldiers, and closed them only when, so to speak, all the children were in for the night. \textsc{Thanksgiving day} was a day of generous distribution of food

\textsuperscript{7} Ibid., p. 5.
in connection with the worship of Hercules, who had a reputation as a heavy eater himself. CHRISTMAS is often compared to the Saturnalia, the best known of the Roman holidays. It extended from the nineteenth to the end of the week, and was celebrated by calls on friends, feasts, and the exchange of presents, including candles. During this period doors needed no locks; there were no class distinctions; so, in the later celebration, masters waited upon their slaves. Great feasts were held at the expense of the state and great fun was had by all.

II. RELIGION

The Romans borrowed many superstitions from the Etruscans, who came from the Orient. They had a religion of fears and taboos. The Romans made their gods over on the Greek pattern, violently pairing Roman and Greek gods by way of slight similarities. Their gods lived upon Mt. Olympus. Their home was surrounded by encircling clouds through which mortal eyes could not pierce. In general the gods resembled mortals in appearance although they were much larger and stronger. The Romans imagined their gods as living much the same kind of life as did their nobles. The latter, of course, did not labor, but spent their time hunting, feasting, and

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8 Ibid., p. 8.
looking after their dependents. They required food and drink, although they did not consist of bread and wine but of a delicious substance called "ambrosia" and a liquid known as "nectar." They never cooked or prepared any food themselves. When they went down to earth to mingle with mortals, however, they seemed to have partaken very heartily of whatever was placed upon the table. The gods wore clothing very similar to that of mortals. When they went forth to battle, they had armor similar to that of any other warrior. Jupiter was the king of the gods; however he could not set aside the will of the Fates. The gods showed human weaknesses as anger, revenge, selfishness, cruelty, and arrogance. The gods could control the forces of nature to a greater or lesser extent in carrying out their plans. They could change their forms and also had the power of directing the minds of men through agencies as dreams, the words of soothsayers, and of the priests who presided over the oracles. The Romans strongly believed in their gods and carried out their wishes. 9

III. PUBLIC LIFE

Public life with the Romans was not very democratic. The Roman senate was a social class, and ruled on various constitutional and unconstitutional grounds. In the combin-

ation known as SPQR, the populace had a long fight for their rights; to be sure, there had been no constitutional reforms in Rome. The Romans forbade anything like libel as early as the Twelve Tables of the Laws; and an early comic poet got into trouble (and jail) for attacking a prominent family. Roman administrators such as the younger Pliny were very conscientious. Returning governors could get into serious trouble in the courts if they had fleeced the provincials; and Cicero made his reputation by accusing one of them. St. Paul profited by his Roman citizenship, and his appeal to Caesar was at once granted. The high regard of the Romans for law and order, the fair way in which they handled the courts in general, and the great codes they drew up form an impressive heritage for modern law.\footnote{Ibid., p. 11.} The Roman Emperor Justinian compiled a code of laws which later became the foundation of the system of law in Italy, Spain, France, and Germany, in the Spanish-American countries later, and in our state of Louisiana, which once belonged to France. The Law of Rome is one of her most valuable gifts to the world.\footnote{Reuben Post Halleck and Juliette Frantz, Our Nation's Heritage, (New York: American Book Company, 1925), pp. 119-20.} 

IV. PRIVATE LIFE

The Romans systematized their street-life, as they did
everything else. After a formal reception at break-of-day, the great man and his clients marched to the Forum in full academic procession; as soon as the public and private affairs were attended to, they marched back--processional, recessional. Where the Greeks talked, the Romans listened (most of them) and applauded; this according to a certain sapiens Canadensis, who reminds us that "clients" means "listeners." The women of Rome visited more, were less protected, but more influential. They attended the theater and other festivals very seldom. The women were idealized in art and drama; women's ideas play a large part in the writings of Roman authors. 12

V. ATHLETICS AND AMUSEMENTS

The Greeks were great athletes; the Romans were not, preferring to watch others do what they considered it beneath their dignity to do themselves. The same attitude went for acting and dancing. The Romans became addicted to huge spectacles, and not only the gladiatorial and wild-beast shows. Permanent theaters were not built at Rome until about the time of Christ, five hundred years after the Greeks had them. Even then, sensational shows, not dramas, were presented in them.

12 Murley, op. cit., p. 11.
VI. AGRICULTURE

The Romans gave much attention to agriculture and fortunately left many accurate records telling of their crops and the methods used to produce them. They carefully cultivated their fields and were acquainted with methods of drainage. (Much attention was also given to breeding.)

As they came into possession of great tracts of land taken from vanquished nations, they developed an extensive system of working large foreign estates by means of slaves. The popular demand for the division among the common people of these great holdings of state-owned people was resisted by the aristocratic possessors; and this dispute led to one of the greatest internal struggles in the history of Rome.

VII. ENGINEERING AND ARCHITECTURE

The Romans are renowned for their great roads. Although the Roman roads did not have the wear that modern highways do, nevertheless, they have been used for hundreds of years and many are still in use today. Since Rome was a military nation, she needed highways for easily transporting materials of warfare. Her highways were carefully planned and constructed. From a study of existing roads and ancient Latin writings, it is learned that the Roman highways were
about fifteen feet wide and three feet deep. Another interesting fact is that they were built in a straight line. "Cuttings, viaducts, gradings, and even tunnels are still to be seen on many of the routes, the evidence of their refusal to deviate." The most famous of the Roman roads is the Appian Way, built in 312 B.C., which ran a distance of 360 miles. Much of the strength of Roman building can be traced to their discovery of the use of concrete. They not only made use of it in erecting massive public buildings, but also in the construction of bridges and aqueducts. Many of these structures remain today. In fact, it was an old Roman bridge that aided the Serbian army to escape to the coast during World War I. The Romans not only had aqueducts to supply them with water, but they also had learned to use covered sewers of great size and strength. The Cloaca Maxima, one of the great sewers, is still in use today.

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17 *Loc. cit.*

During the Empire the Romans were fond of luxury. The wealthy Roman of this period spent much time at the baths, which were similar to the athletic clubs in the United States. However, they had many features which were peculiarly their own. They had rooms for cold, hot, and warm baths, swimming pools, and game rooms, as well as lounges. Just as the water varied in temperature, so did the air in the various rooms. In the caldarium, or hot bath, hot-air ducts of tile lined the wall behind the stucco near the surface; in the tepiderium, or tepid bath, the same construction was used, but the ducts were set deeper to bring the heat slower; and in the frigidarium, or cold bath, there was no heat.\(^{19}\)

Furthermore, the hot bath had hot air circulating under the floor.\(^{20}\)

VIII. LITERATURE AND ART

Literature may be discussed briefly by saying that English and American literature as a whole is very imperfectly read by those who are unacquainted with the Latin language and literature and with Roman history. Milton, Spenser, Grey, Dryden, Byron, Thackeray, and Shakespeare himself, abound in contacts with Roman and Italian letters. To remove

\(^{19}\) Showerman, \textit{op. cit.}, p. 355.

\(^{20}\) \textit{Loc. cit.}
from English literature all allusions, inspirations, and imitations due to ancient Rome would be to wreck it quite as badly as the language we speak would be wrecked if all its Latin words were canceled.

We are certainly brilliant engineers like the Romans. We are, like them, devoted to system and organization and very competent in it, if not in the Roman genius for govern­ment. They and we have gone in for size in building and accomplishments generally. We also are commercially successful, and have the reputation, at any rate, of going after money. While many of our athletic events are Greek, in the outer aspect of huge stadiums and watching spectators rather than exercising in large numbers, we resemble the Romans.
CHAPTER XI

OTHER WAYS IN WHICH LATIN MAKES THE WORLD MORE INTERESTING

The high school pupil is interested in the world about him; therefore he reads magazines and newspapers and listens to the radio. Time and again he will come upon advertisements which he will probably accept as matter of fact, but which in reality bring back to life the characters, the places, and words of ancient Rome. Examples of Latin reference in modern advertisements are as follows:

Aetna Insurance Company Magna Vox Record Players
Corona Typewriters Minerva Yarns
Gladiator Suitcases Optimo Pencils
Lavoris Mouth Wash Pablum Baby Food

In a very recent copy of Life magazine, the author gives the name of the service or product and then gives the Latin slogan. These interesting examples are:\n
Adler Elevator Shoes Nunc Quam Illam Altior
Esse Potes
Ivory Soap Fluit
Lifebuoy Corporis Odor (C.O.)
Listerine Optimi Amici Silent

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Pepsi-Cola
Lucky Strike
Ponds Cold Cream
Packard Motor Cars

The pupil of the secondary school uses the names of the months, the names of cities, and the names given to people, many of which show that Latin still lives in American life.

Names of People

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augustus</td>
<td>Amy</td>
</tr>
<tr>
<td>Cecil</td>
<td>Beatrice</td>
</tr>
<tr>
<td>Chester</td>
<td>Carmen</td>
</tr>
<tr>
<td>Clarence</td>
<td>Diana</td>
</tr>
<tr>
<td>Claude</td>
<td>Joy</td>
</tr>
<tr>
<td>Horace</td>
<td>Grace</td>
</tr>
<tr>
<td>Martin</td>
<td>Mabel</td>
</tr>
<tr>
<td>Oliver</td>
<td>Patricia</td>
</tr>
<tr>
<td>Paul</td>
<td>Vera</td>
</tr>
</tbody>
</table>

Names of Cities

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrian</td>
<td>Michigan</td>
</tr>
<tr>
<td>Anna</td>
<td>Illinois</td>
</tr>
<tr>
<td>Concord</td>
<td>North Carolina</td>
</tr>
<tr>
<td>Flora</td>
<td>Illinois</td>
</tr>
<tr>
<td>Minerva</td>
<td>Ohio</td>
</tr>
<tr>
<td>Providence</td>
<td>Kentucky</td>
</tr>
<tr>
<td>Rome</td>
<td>Georgia</td>
</tr>
<tr>
<td>Superior</td>
<td>Michigan</td>
</tr>
<tr>
<td>Sylvania</td>
<td>Georgia</td>
</tr>
</tbody>
</table>

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3 Ibid., p. 6.
Time and again authors in search of a title will use either Latin words or Roman characters for it. Below is a very brief list of authors and of titles well-known in American literature:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Amicos</td>
<td>O. W. Holmes</td>
</tr>
<tr>
<td>Canis Major</td>
<td>Robert Frost</td>
</tr>
<tr>
<td>Dracula</td>
<td>J. Balderston</td>
</tr>
<tr>
<td>Ecce in Deserto</td>
<td>H. A. Bears</td>
</tr>
<tr>
<td>Excelsior</td>
<td>H. W. Longfellow</td>
</tr>
<tr>
<td>Girl of Pompeii</td>
<td>E. S. Martin</td>
</tr>
<tr>
<td>The Gladiator</td>
<td>R. M. Bird</td>
</tr>
<tr>
<td>Passer Mortuus Est</td>
<td>Edna St. Vincent Milley</td>
</tr>
<tr>
<td>Pegasus in Pound</td>
<td>H. W. Longfellow</td>
</tr>
<tr>
<td>Romulus, the Shepherd King</td>
<td>J. H. Payne</td>
</tr>
<tr>
<td>Vox Populi</td>
<td>H. W. Longfellow</td>
</tr>
</tbody>
</table>

Many of the mottoes of the Armed Services and mottoes of the states are of Latin origin. Examples of the following are:

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Regular Infantry Regiments

Semper Primus (First)  Nec Aspera Terrent (Twenty-seventh)

In Omnia Paratus (Eighteenth)  Pro Patria (Thirty-first)

United States Army Air Forces

Aut Vincere aut Mori (First Pursuit Group)
Ex Fundamento Vires (Second Air Base Squadron)
Mors et Destructio (Second Bombardment Group)

Mottoes of the States

<table>
<thead>
<tr>
<th>State</th>
<th>Motto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>Ditat Deus</td>
</tr>
<tr>
<td>Idaho</td>
<td>Salve</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Ense petit placidam sub libertate quietem</td>
</tr>
<tr>
<td>Missouri</td>
<td>Salus populi supreme lex esto</td>
</tr>
<tr>
<td>New York</td>
<td>Excelsior</td>
</tr>
<tr>
<td>Ohio</td>
<td>Imperium in imperio</td>
</tr>
<tr>
<td>Wyoming</td>
<td>Cedant arma togae</td>
</tr>
</tbody>
</table>

Many of the colleges and universities of the United States have Latin mottoes:

Decus Lumenque Reipublica Collegium--DePauw University
Lux et Veritas--Indiana University
Artes, Scientia, Veritas--University of Michigan
Nil Sine Numine--Colorado State Teachers College
Labor Omnia Vincit--University of Illinois
When he participates in extra-curricular activities he will find that he can not go to any school party or attend athletic events without taking derivatives with him.

**Parties:**

- committees
- flowers
- program
- court of honor
- decorations

**Parties:**

- favors
- partner
- costume
- informal
- intermission

**Parties:**

- orchestra
- cosmetics
- grand march
- royalty
- music

**Parties:**

- compacts
- formals
- prom
- date
- square dance

**Athletic Events**

**Baseball**

- catch
- catcher
- center field
- diamond
- fan
- major league
- points
- series

**Basketball**

- cagers
- crew
- gratis toss
- illegal
- intercept
- pass
- poise
- quintet

**Football**

- balance
- co-captain
- interference
- lateral
- quarterback
- single wing
- T formation
- umpire
CHAPTER XII

SUMMARY

The study of Latin in high school helps to meet the needs of an American boy or girl to extend his linguistic horizon by discovering that the more he learns about the important ancestor of English, namely Latin, the better he can understand and use many English words. A training which enlarges the vocabulary and impresses in the mind a discriminating use of words is beneficial to all groups of students. Latin contributes to the command of English through the enrichment of it in synonyms expressing the finer shades of meaning; through acquaintance with the original or underlying meanings of words, through familiarity with the principles of word formation, and through the insight into the structure of the English language afforded by a mastery of the Latin.

Through the study of Latin the pupils become acquainted with such qualities as partiotism, courage, fortitude, integrity in public life, uprightness in private life, obedience to authority, frugality, simplicity, feeling for justice, and pride in worthy achievement as are demonstrated by the lives of famous Romans. They may compare ancient and modern political methods, political parties, class struggles, social reformers and radicals with modern representatives of
radical and labor parties. With the development of an historical perspective and of a political and economic background; with constant comparison with present-day conditions, and with the development of a right attitude toward social institutions, we train for better citizenship.

The value of Latin has been told only in part. The number of examples in most of the lists given could be multiplied many fold. The course of development of many a word might be studied in greater detail. The scientist must know a thousand terms purposely omitted from these pages, and the lawyer revels in Latin which has been mentioned here but briefly. Nor need anyone think that our borrowing from the Roman treasure house has ended; the years that come will bring occasion for new words and doubtless will supply our need over and over again from this same source. The derivatives which have been examined should suffice to convince us that Latin is not dead, that all language lives and grows with the life and men and the growth of institutions, that words partake of the nature of their users, that they have character and personality. In this conviction perhaps some reader may be inspired to a further and fuller study of subjects here suggested; and it is hoped that many will find a new and happy interest in the common words of our everyday life.
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