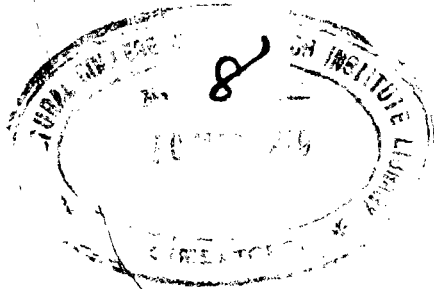


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LATIN AND THE A. B.
DEGREE

BY
CHARLES W. ELIOT



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LATIN AND THE A.B. DEGREE*

A CONSIDERATION of the expediency of continuing to require some knowledge of Latin on the part of all candidates for the degree of Bachelor of Arts is timely; because many changes in respect to this requirement have already been made, and more seem to be imminent.

To exhibit the present state of the question in the secondary schools and the colleges and universities of the United States, the requirements for admission and for graduation with the degree of Bachelor of Arts in seventy-six American colleges and universities have been carefully studied; and the institutions selected have been found to be divisible into five groups based on their requirements in respect to Latin. The seventy-six institutions include the principal state universities, the principal endowed universities and colleges, and several institutions of different types which stand on the list of colleges accepted by the Carnegie Foundation. A large number of the leading American institutions which confer

*This paper discusses the requirement of Latin for the A.B. degree, and for that degree only. It is important to bear this point in mind. Certain institutions, such as Harvard and the University of Chicago, while requiring some Latin for the A. B. degree, nevertheless, open their facilities and opportunities in the undergraduate department to students who do not offer Latin, such students receiving, instead of the A.B. degree, the degree of S.B. at Harvard, and the degree of Ph.B. or S.B. at Chicago. Within these institutions, therefore, the same facilities are open to students who, aiming at the A.B. degree, offer Latin, and to students who, not offering Latin, are willing to accept some other degree. This paper urges the abolition of this distinction; so that a Harvard student or a University of Chicago student who enters without Latin may still receive the A.B. degree, just as he may receive it at Columbia.

On the other hand, there are institutions, such as Yale, where students who do not offer Latin for entrance are admitted only to certain departments—at Yale, the Sheffield Scientific School, where they receive the degree of Ph.B.

Still other institutions, Amherst College, for example, do not at present admit any undergraduate students without Latin.

For detailed information in regard to the amount of Latin required for the A.B., Ph.B., and S.B. degrees by the various institutions discussed in the paper, see the tables which are printed in the appendix, pages i-xvii.

that degree have already ceased to require Latin of candidates for admission to colleges and of candidates for the degree of Bachelor of Arts within the college. The following list of institutions which require no Latin for the A.B. degree contains thirty-eight out of seventy-six selected universities and colleges whose usages in this respect have been carefully examined:

INSTITUTIONS WHICH REQUIRE NO LATIN FOR THE A.B. DEGREE EITHER BEFORE
OR AFTER ENTRANCE

BELOIT COLLEGE, Wisconsin	UNIVERSITY OF CALIFORNIA
CARLETON COLLEGE, Minn.	UNIVERSITY OF COLORADO
COLUMBIA UNIVERSITY, N. Y.	UNIVERSITY OF ILLINOIS
CORNELL UNIVERSITY, N. Y.	UNIVERSITY OF KANSAS
FRANKLIN COLLEGE, Ind.	UNIVERSITY OF MAINE
GOUCHER COLLEGE, Md.	UNIVERSITY OF MICHIGAN
GRINNELL COLLEGE, Iowa	UNIVERSITY OF MINNESOTA
INDIANA UNIVERSITY, Ind.	UNIVERSITY OF NEBRASKA
MIAMI UNIVERSITY, Ohio	UNIVERSITY OF NORTH CAROLINA
OHIO STATE UNIVERSITY	UNIVERSITY OF OREGON
OHIO UNIVERSITY	UNIVERSITY OF SOUTH CAROLINA
POMONA COLLEGE, Cal.	UNIVERSITY OF TENNESSEE "
REED COLLEGE, Oregon	UNIVERSITY OF TEXAS "
RIPON COLLEGE, Wisconsin	UNIVERSITY OF WASHINGTON, Wash.
STANFORD UNIVERSITY, Cal.	UNIVERSITY OF WISCONSIN
STATE UNIVERSITY OF IOWA	WASHINGTON AND LEE UNIVERSITY, Va.
SWARTHMORE COLLEGE, Pa.	WASHINGTON UNIVERSITY, Mo.
TRINITY COLLEGE, N. C.	WESTERN RESERVE UNIVERSITY, Ohio
UNIVERSITY OF ARKANSAS	WEST VIRGINIA UNIVERSITY

In addition to these institutions which require no knowledge whatever of Latin on the part of candidates for the degree of A.B. the following list contains institutions which require some Latin for admission, but none during the four-year course in college. This list contains nine universities and colleges,—among them such leading institutions as Harvard University and Yale University for men, and Wellesley College for women:

INSTITUTIONS WHICH REQUIRE FOR THE A.B. DEGREE SOME LATIN FOR ADMISSION
BUT NONE IN COLLEGE

BOWDOIN COLLEGE, Maine	HARVARD UNIVERSITY, Mass.
COLORADO COLLEGE, Col.	JOHNS HOPKINS UNIVERSITY, Md.
CONNECTICUT COLLEGE FOR WOMEN	OBERLIN COLLEGE, Ohio
DELAWARE COLLEGE, Del.	WELLESLEY COLLEGE, Mass.
YALE UNIVERSITY, Conn.	

Two institutions require no Latin for admission but a small amount of Latin or Greek, during college life:

INSTITUTIONS WHICH REQUIRE NO LATIN FOR ADMISSION BUT SOME IN COLLEGE

UNIVERSITY OF MISSOURI

UNIVERSITY OF PENNSYLVANIA

These three lists together contain forty-nine out of the seventy-six selected universities and colleges, leaving but twenty-seven which still require some Latin for admission, and some in college. Of these twenty-seven, twenty-two require Latin but no Greek, and five require both Latin and Greek:

INSTITUTIONS WHICH REQUIRE SOME LATIN FOR ADMISSION AND SOME IN COLLEGE

AMHERST COLLEGE, Mass.

RANDOLPH-MACON WOMAN'S COLLEGE, Va.

BROWN UNIVERSITY, R. I.

SMITH COLLEGE, Mass.

BRYN MAWR COLLEGE, Pa.

TRINITY COLLEGE, Conn.

COLLEGE OF WILLIAM AND MARY, Va.

UNIVERSITY OF ALABAMA

DARTMOUTH COLLEGE, N. H.

UNIVERSITY OF GEORGIA

Haverford College, Pa.

UNIVERSITY OF VERMONT

HENDRIX COLLEGE, Ark.

UNIVERSITY OF VIRGINIA

KNOX COLLEGE, Ill.

VASSAR COLLEGE, N. Y.

MIDDLEBURY COLLEGE, Vt.

WELLS COLLEGE, N. Y.

Mt. Holyoke College, Mass.

WESLEYAN UNIVERSITY, Conn.

NORTHWESTERN UNIVERSITY, Ill.

WILLIAMS COLLEGE, Mass.

INSTITUTIONS WHICH REQUIRE BOTH LATIN AND GREEK FOR THE A. B. DEGREE

PRINCETON UNIVERSITY, N. J.

UNIVERSITY OF CHICAGO, Ill.

UNION COLLEGE, N. Y.

UNIVERSITY OF MISSISSIPPI

VANDERBILT UNIVERSITY, Tenn.

Of the institutions in the above list Latin and Greek are required both for admission and in college by Princeton University and Vanderbilt University; the University of Chicago, the University of Mississippi and Union College permit entrance on the basis of Latin alone, provided Latin and Greek are both pursued in college.

It appears from this enumeration that, so far as the college course in preparation for the degree of Bachelor of Arts is concerned, Latin has already disappeared as a requirement for that degree in a decided majority of the institutions included in the above lists, and that over half of the institutions whose practices have been examined make no demand on the secondary schools of the country that they teach Latin. The position of the institutions which de-

mand of candidates for admission some knowledge of Latin, but none during the college course, is anomalous and undoubtedly temporary. At Harvard University, for example, the wide extension of the elective system led to the abandonment many years ago of the requirement of Latin in college for the degree of Bachelor of Arts. The University was conferring during this period a degree of Bachelor of Science; and candidates for this degree were not required to present Latin at admission, while within the University itself they, too, had a wide range of choice of subjects and freedom in their choice. Down to 1906, candidates for the degree of Bachelor of Science were registered and catalogued apart from the candidates for the degree of Bachelor of Arts, although both sets of students had really been for some time under the control of the single Faculty of Arts and Sciences. In that year, candidates for the degree of Bachelor of Science were registered and catalogued in Harvard College, and the discipline to which the two sets of students were subjected became identical; although candidates for the degree of Bachelor of Science naturally chose a larger proportion of scientific subjects during their four years of residence than candidates for the degree of Bachelor of Arts did. For eleven years, therefore, no distinction in respect to general discipline, social opportunities, or places and conditions of residence has been made at Harvard University between candidates for the degree of Bachelor of Science and candidates for the degree of Bachelor of Arts. The sole distinction between these two sets of candidates is that candidates for the A.B. must present for admission an amount of Latin represented by the term "three units"—a unit meaning one year of instruction in the preparatory school for four or five hours a week. When Harvard University abolishes the requirement of three units of admission Latin from candidates for the degree of Bachelor of Arts, there will be no difference between its conditions for the degree of Bachelor of Arts and those for the degree of Bachelor of Science; so that the latter degree may well cease to be conferred. Columbia University has recently taken these steps.

More than twenty of the seventy-six colleges included in the above lists no longer confer the degree of Bachelor of Science or Bachelor of Philosophy, or never did confer either of those degrees; and with rare exceptions the institutions which have conferred or

are now conferring either of those degrees have not required Latin for admission to candidacy for the S.B. or the Ph.B. Many of them have made foreign language requirements but the presentation of Latin has almost invariably been optional.

It will be seen in the above lists that most of the state universities require no Latin of candidates for the degree of Bachelor of Arts, either for admission or in college. It is, in general, the endowed colleges which are persisting in the requirement of Latin. The universities bearing a state name which retain a Latin requirement, either for admission or in college, are with one exception universities in southern states. That exception is the University of Vermont which is hardly a state university. The immediate reason that most of the state universities have abandoned all requirements in classical languages for admission is that they desire to maintain close affiliations with the public high schools. Now, public high schools the country over have almost ceased to provide instruction in Greek, and maintain instruction in Latin with increasing difficulty. Their pupils are as a rule accepted at the state universities on certificate; and this practice tends to maintain somewhat intimate relations between high schools and these universities. The wishes of principals and local school boards or committees are more regarded by the state universities than they are by the endowed universities and colleges; and the state universities feel and express more sympathy with the serious difficulties which beset public high schools than the endowed institutions do. Nevertheless, the endowed institutions, particularly those that aspire to attract students from all parts of the country, always desire to keep in touch with the public high schools; so that the graduates of those schools can, through a moderate amount of extra study, obtain admission to the endowed institutions of their choice. Behind this immediate reason for dropping Latin requirements, however, lies an increasing sense of their inexpediency in a democracy which wishes to have secondary and higher education as accessible as possible to all competent youth. Some people are furthermore convinced that the Latin requirements are futile; that is, that they do not really promote scholarship or "cultivation" in the youth who have to be forced to comply with them.

Wherever the state university is well developed and is well supported by the legislature, the endowed colleges and universities in

the state maintain a difficult competition with the ampler and richer state university; and with some notable exceptions are likely ultimately to accept whatever conditions of admission the state university prescribes. In states in which the state university is weak or not well supported, and in which strong endowed institutions of higher education have been long established, there generally exist, in addition to the high schools, independent secondary schools, often called academies, the management of which has been more conservative than the management of public high schools during the past forty years; but the coöperation between these academies and the endowed colleges is not always as sympathetic and effective as the coöperation between public high schools and state universities. An academy is usually a boarding school as well as a day school; and the old academies receive pupils from all parts of the country, who are often the sons or grandsons of former graduates. Together, the academies exert a strong influence on national secondary education, and this influence will surely be in the future, as it has been in the past, a conservative influence insistent on traditional subjects and methods. A similar influence will be exerted by the Jesuit colleges and by the boarding schools in which the Protestant Episcopal Church is strongly interested.

East of the Alleghany mountains, where there are many endowed colleges for men and several for women, the colleges have in the main controlled the requirements for admission to college, and therefore have had a strong influence on the programmes of secondary schools, public, private, or endowed. The secondary school has been thought of as primarily a preparatory school for colleges. West of the Alleghanies, the public high school's main function has been to prepare its graduates at eighteen years or thereabouts for various occupations which do not require three or four years more of systematic education. The preparation of a small percentage of its graduates for college or university is a secondary or incidental function. The high school exists for itself, and not for the college. Hence the college or university must accommodate itself to the general policies and needs of the high school, if it is to keep in touch with the mass of the people.

The full or partial adoption of the elective system in the seventy-six institutions of higher education included in the above lists ought to have produced a corresponding, though much more limited,

introduction of elective subjects into the secondary schools of the country. And indeed it has produced this effect in some measure, but to a greater extent in the public high schools than in the endowed academies and private schools. The election introduced into secondary schools has, however, generally been in the form of a choice between distinct courses of instruction running through the four or five years of the secondary school programme, and not a choice among subjects of instruction or studies. Hence the high school pupil has been obliged to decide by the time he was fourteen years of age whether he would or would not go to college,—a choice which he was generally quite unable to make wisely. The academies, on the other hand, generally provided a programme expressly intended to carry the pupil into college, making some modifications in this regular programme on behalf of pupils who knew already that they were going, not to a college, but to a scientific or technical school.

All kinds of secondary schools in the United States have usually been handicapped by the scantiness of their resources, whether provided by public taxation or by endowment. Free election for the pupil by subject costs more than a variety of fixed courses, and the schools have as a rule not had resources adequate to meet this additional cost. Some of the most intelligent and prosperous of American communities, finding it impossible to provide in one programme for the varied wants of the different sorts of pupils who resort to the single high school, have decided to maintain two kinds of high school, one intended to prepare its pupils for college or higher technical school, or for clerical or bookkeeping occupations, and the other—often called a technical high school—intended to prepare boys and girls for the industrial and commercial occupations. This new kind of high school, of course, provides no instruction in the ancient languages. The technical or mechanic arts high school is clearly liable to the objection that it requires determination of the future career before the pupil has obtained knowledge of his own powers and tastes.

While these changes of structure and aim have been going on in the universities, colleges, higher technical schools, and secondary schools, certain new conceptions have obtained a somewhat wide recognition concerning the function of education, and concerning the subjects through the study of which the educated young man

may make himself most serviceable to the community in his after life, and at the same time procure for himself the best satisfactions in the exercise of his own powers.

In the first place, the idea of the cultivated person, man or woman, has distinctly changed during the past thirty-five years. Cultivation a generation ago meant acquaintance with letters and the fine arts, and some knowledge of at least two languages and literatures, and of history. The term cultivation is now much more inclusive. It includes elementary knowledge of the sciences, and it ranks high the subjects of history, government, and economics.

Secondly, when Herbert Spencer seventy years ago said that science was the subject best worth knowing, the schoolmasters and university professors in England paid no attention to his words. The long years of comparative peace, and of active manufacturing and trading which the British Empire since that date enjoyed did something to give practical effect in British education to Spencer's dictum. The present war has demonstrated its truth to all thinking men in Europe and America. It now clearly appears that science is the knowledge best worth having, not only for its direct effects in promoting the material welfare of mankind, but also for its power to strengthen the moral purposes of mankind, to apply its method of accurate observation and inductive reasoning to all inquiries and problems, and to make possible a secure civilization founded on justice, the sanctity of contracts, and good-will.

In the third place, many educators are persuaded that the real objects of education, primary, secondary, or higher, are, first, cultivation of the powers of observation through the senses; secondly, training in recording correctly the accurate observations made, both on paper and in the retentive memory; and, thirdly, training in reasoning justly from the premises thus secured and from cognate facts held in the memory or found in print. As these objects of education are more and more distinctly realized, the subjects of instruction for children, adolescents, and adults, come to be enlarged in number, and some of the new subjects take the place of one or more of the older ones, or at least may wisely be accepted by school and college authorities from some pupils in place of older ones. For example, it has become apparent that free-hand drawing and mechanical drawing give an admirable training to both eye and hand, and provide the youth with an in-

strument for recording, describing, and expounding which is comparable with language, both in increasing individual power and in increasing enjoyment throughout life. Just as every normal child can acquire some skill in language, its own or another, so every normal child can acquire some skill in drawing, and can give satisfactory evidence that it has acquired that skill. It is now beginning to be perceived that a child who has acquired some skill in drawing may be as good material for a high school as a child who has acquired some skill in language, and that the high school ought to provide progressive instruction for the pupil who is admitted with skill in drawing quite as much as it should provide means of further instruction for the child who comes in with some skill in language, Latin or other.

The colleges and universities are all providing large means of instruction in history, government, economics, and business ethics, and are adopting highly concrete and practical methods of teaching not only the new subjects but the old. Both colleges and schools are recognizing that they must teach elaborately not only the literatures and philosophies of the past and the present, but also the sciences and arts "which within a hundred years have revolutionized all the industries of the white race, modified profoundly all the political and ethical conceptions of the freedom-loving peoples, and added wonderfully to the productive capacity of Europe and America."*

Some people think that advantageous changes in systematic education begin in the higher institutions and descend to the lower. Others maintain that durable changes are built up from the bottom. The first seems the more probable theory; because new subjects or new methods require a new teacher, and the teacher is the product of the higher education. Whichever theory be accepted, it is apparent that in practice great changes in the subjects and methods of the higher education have been going on in the United States for more than forty years with increasing impetus and momentum, and that corresponding changes are in progress in the secondary schools.

In order to accommodate the changed schools to the changed colleges, there should be more options in the terms of admission to colleges, and no requirements within the colleges themselves of the

*"Changes Needed in American Secondary Education" by Charles W. Eliot, General Education Board, New York City.

traditional subjects—Latin, Greek, mathematics, and elementary history and philosophy. With this new freedom for the pupil at school and the student in college, the degree of Bachelor of Arts will be the only one needed to mark the conclusion, somewhere between the twenty-first and twenty-third year of age, of a three-year or four-year course of liberal education superadded to a thorough course in sense-training, scientific reasoning, and memory training given within the secondary school period in any subjects which experience has proved to be suitable for this sort of training.

That Latin should be no longer a requirement for the degree of Bachelor of Arts does not mean that the study of Latin should be given up in either the secondary schools or the colleges. On the contrary, it should unquestionably be retained as an elective college subject, and should be accessible to the pupil in all well-endowed and well-supported secondary schools, public or private. Although the argument for the introduction of new subjects in both school and college is overwhelmingly strong, nothing but long experience can fully demonstrate that the new subjects and the new methods are capable of producing as powerful and serviceable men and women as have developed during the régime of the old subjects and methods; and for one generation at least there will be many parents who will prefer that the experiment of omitting Latin be tried on other people's children rather than on their own. The parents that will risk their children in the new programmes, or in the new elections of study, will be those who have been consciously exposed during their adult lives to the new influences which have been moulding human society during the past hundred years, and who have either gained new strength from the contact, or have perceived that their own education was not well adapted to what has proved to be their mental and moral environment.

The present argument only goes to show that the study of Latin ought not to be forced by either school or college on all boys and girls in secondary schools who are going to college, or later on all candidates for the degree of Bachelor of Arts. The argument of course assumes that a knowledge of the Latin language is not indispensable for the study of either ancient or modern civilization, or of the great literatures of the world, or of the best ethical systems and religions, or of any of the supreme concerns of mankind.

The highest human interests are concerned with religion, govern-

ment, and the means of earning a livelihood and promoting the welfare of a family. Now, the religion of Greece and Rome is certainly not as well worth the attention of an American boy to-day as the Jewish-Christian religion, for knowledge of which acquaintance with the Latin language is unnecessary. Moreover, just as a knowledge of the Jewish-Christian religion does not require a knowledge of Hebrew and Greek, so a knowledge of the religion of ancient Rome, whatever importance may be claimed for it, does not depend on a knowledge of Latin.

As to government, it is true that Athens set up a democratic government with a very peculiar definition of the *demos*; but the number of free citizens was small relatively to the total number of the population, many of whom were slaves and many aliens without power to vote; and it was a government which when it went to war killed or enslaved its prisoners, and planted its colonies by force. The Athenian democratic state was of short duration, and did not set a good example to any later republic; and the study of it is of little real use to a voter or officer in any modern free state. In government, the Roman state was a very impressive example of the results of the ruthless use of military power in conquest, and of the unification through wise laws and skilful administration of an empire containing many races whose religions, languages, and modes of life were diverse; but a far better example of the organization of such an empire is to be found in the British Empire,—better because vaster, more complex in every respect, and far less cruel and brutal than the Roman. For any student of governmental organization the British Empire is a better subject of study than the Roman Empire; because its principles and methods have been much more humane than those of Rome, its risks severer, its field the world instead of the near East and the countries bordering on the Mediterranean and a small part of the eastern Atlantic, its success more striking, and its durability unquestionably greater. If an American student of law is obliged to choose between a study of the Roman law and a study of the English and American law—a competent student can study both—he had far better devote his time to the English and American law than to the Roman. And, besides, even if undergraduate students desire or are expected to study Roman politics, law, and government, they no longer need to know Latin in order to do so. Whatever the value of the study of Greek

and Roman institutions—a knowledge of the Greek and Latin languages is no longer a necessary preliminary to the study.

As to the means of earning a livelihood for a family, no one will now think of maintaining that a knowledge of Latin would be to-day of direct advantage to an American artisan, farmer, operative, or clerk, inasmuch as the means of earning a livelihood in any part of the United States have been wholly changed since Latin became a dead language.

The doctrine that a knowledge of Latin is indispensable to real acquaintance with the great literatures of the world is difficult—indeed impossible—to maintain before American boys and girls whose native language is that of Shakespeare and Milton, of Franklin and Lincoln, of Gibbon and Macaulay, of Scott, Burns, and Tennyson, and of Emerson and Lowell. English literature is incomparably richer, more various, and ampler in respect to both form and substance than the literature of either Greece or Rome. One of the most interesting and influential forms of English literature, namely, fiction as developed in the historical romance, the novel, and the short story, has no existence in Greek and Roman literature; and the types of both poetry and oratory in English are both more varied and more beautiful than those of Greece and Rome. For at least a hundred years past an important part of the real interest in the Greek and Roman literatures for advanced students has been the interest of studying originators and pioneers in literature,—a worthy but not an indispensable study for modern youth. The social and individual problems of life were simpler in the ancient world than in the modern, and they were often solved by giving play to the elemental passions of human nature; so that the study of them affords but imperfect guidance to wise action amid the wider and more complex conditions of the modern world. When, as in this great war, modern peoples see great national governments revert to the barbarous customs and passions which were common in the ancient world, they indignantly resolve that this reversion cannot and shall not last. The languages and literatures of Greece and Rome will always remain attractive fields for students whose tastes and natural capacities are chiefly literary, and especially for men of letters, authors, and professional students of language; but it is certain that they are soon to cease to make a prescribed part of general secondary and higher education. There

are too many histories, too many new sciences with applications of great importance, and too many new literatures of high merit which have a variety of modern uses, to permit anyone, not bound to the classics by affectionate associations and educational tradition, to believe that Latin can maintain the place it has held for centuries in the youthful training of educated men, a place which it acquired when it was the common speech of scholars and has held for centuries without any such good reason. For this loss of status by Latin, genuine classical scholars will naturally console themselves with the reflection that it has never been possible to give an unwilling boy any real acquaintance with the Latin language or any love of Latin literature by compelling him to take three "units" of Latin at school and a course or two of Latin in college.

Benjamin Franklin in his observations concerning the intentions of the founders of the Philadelphia Academy (1789) describes the origin of the Latin and Greek schools in Europe as follows:—

"That until between three and four hundred years past there were no books in any other language; all the knowledge then contained in books, viz., the theology, the jurisprudence, the physic, the art military, the politics, the mathematics and mechanics, the natural and moral philosophy, the logic and rhetoric, the chemistry, the pharmacy, the architecture, and every other branch of science, being in those languages it was, of course, necessary to learn them as the gates through which men must pass to get at that knowledge."

He points out that the books then existing were manuscript, and very dear; and that "so few were the learned readers sixty years after the invention of printing that it appears by letters still extant between the printers in 1499 that they could not throughout Europe find purchasers for more than three hundred copies of any ancient authors." Franklin further says that when printing began to make books cheap, "Gradually several branches of science began to appear in the common languages; and at this day the whole body of science, consisting not only of translations from all the valuable ancients, but of all the new modern discoveries, is to be met with in those languages, so that learning the ancient languages for the purpose of acquiring knowledge is become absolutely unnecessary."

It is a fanciful idea that to understand Greek and Roman civilization and to appreciate the historians, philosophers, orators, military

heroes, and patriots of Greece and Rome, one must be able to read Greek and Latin. The substance of Greek and Roman thought and experience can be got at in translations. It is only the delicacies and refinements of style and of poetical expression which are, as a rule, lost in translations. Let the future poets, preachers, artists in words, and men of letters generally give a large part of their time in school and college, if they will, to Greek and Latin; but do not compel boys and girls who have no such gift or intention to learn a modicum of Latin.

In the present state of the surviving prescription of Latin in secondary schools and colleges, there is another objection to it which has much force. If a college requires, say, three units of Latin for admission but no Latin in college, it inflicts on boys in preparatory schools three years of study of Latin which in many instances will lead to nothing during the education they receive between eighteen and twenty-two or thereabouts. At this moment, for most pupils in preparatory schools, who under compulsion give one-fifth of their school time to the study of Latin for three or four years, the classical road leads to a dead-end, when they have once passed their admission examination in Latin.

Such dead-ends, no matter what the subject, are always deplorable in what should be a progressive course in education. Even if the college in which the student seeks the degree of Bachelor of Arts prescribes some further study of Latin, the amount of that prescription is always small; so that the student who abandons Latin when that prescription has been fulfilled has not made a really thorough acquaintance with Latin, and has therefore wasted the greater part of the time he has devoted to it. In other words, the present prescription in school and college is against the interest of the greater part of the pupils and students who submit to the prescription. Only those who would have chosen Latin without prescription escape injury from it.

An exhibition, in respect to continuity in the study of Latin which some persons might regard as favorable is made by Yale and some of the smaller colleges.* At the Johns Hopkins, for example,

*In the appendix, pages xviii-xxi, the reader will find the official tables upon which the statements in this and the following paragraphs are based. Several of the institutions from which inquiry was made were unable to furnish the information in the form needed.

during the five-year period, 1911-1915, 255 students offered Latin for entrance and 104 (41 per cent.) freely elected it in the freshman year. At Bowdoin, 1912-1916, of 417 students who offered Latin for entrance, 326 (78 per cent.) elected it in the freshman year. At Yale, of the 1,969 students offering Latin for entrance, 1,466 (74 per cent.) continued it during the freshman year. The large percentages at Bowdoin and Yale are, however, probably accounted for by the fact that unless Latin is chosen in the freshman year mathematics must be chosen, or, in other words by a close restriction on election. On the other hand it is probably true that the Latin tradition at Bowdoin and Yale is stronger than in many other colleges; so that even if this restriction on election were removed the percentage choosing Latin would still be unusually high.

Most other institutions requiring Latin for entrance, but allowing a choice at college, show a result less favorable to Latin. At Harvard College, for example, 2,793 students were compelled to offer Latin for entrance in the five-year period, 1912-1916; of this number, 450 (16 per cent.) elected Latin in the freshman year. At Wellesley College during the same period 2,096 students offered Latin for entrance and 434 (21 per cent.) elected it in the freshman year. At Colorado College, within the same period, 1,031 students were required to offer Latin for entrance, while 227 (22 per cent.) studied it during the freshman year at college.

Still more unfavorable to Latin is the experience of the far more numerous institutions which make Latin elective both for entrance and subsequently. Despite the fact that Latin is elective for entrance most students for obvious reasons offer Latin for admission; a relatively small percentage keep it up. Thus, at Cornell University, of 1,622 students who entered during the past five years, 1,475 (91 per cent.) offered Latin for entrance; only 312 (21 per cent. of those who offered Latin for entrance or 19 per cent. of the total number of matriculates) continued it during the freshman year. At Swarthmore, during the four-year period, 1912-1915, of 539 students who entered, 509 (94 per cent.) offered Latin for entrance. Only 92 (18 per cent. of those who offered Latin for entrance or 17 per cent. of the total number of matriculates) continued Latin during the freshman year. The two state universities, Illinois and Minnesota, show a similar condition

for the five-year period, 1912-1916. At the University of Illinois, 5,966 students entered the freshman class, of whom 4,542 (76 per cent.) offered Latin for entrance. Of this latter group only 185 (4 per cent. of those who offered Latin for entrance or 3 per cent. of the total number of matriculates) continued Latin during the freshman year. At the University of Minnesota 3,644 students entered the freshman class, of whom 1,743 (48 per cent.) offered Latin for entrance. In their freshman year only 259 of these elected Latin (15 per cent. of those who offered Latin for entrance or 7 per cent. of the total number of matriculates). The one exception to this general trend is the University of North Carolina, where, of 1,280 freshman matriculates, 1,134 (89 per cent.) offered Latin for entrance, of whom 832 (73 per cent. of those who offered Latin for entrance or 65 per cent. of the total number of matriculates) elected Latin in the freshman year. But even there the tide is running against Latin, for the percentage of matriculates electing Latin has decreased from 74 per cent. in 1912 to 48 per cent. in 1916.

A special inquiry made of all the institutions included in these tables disclosed the fact that in most of them few students who do not take Latin in the freshman year take it in the sophomore, junior, or senior years.

A very instructive experience is that of the University of Chicago where the degree of A.B. is conferred upon students who have pursued the study of both Latin and Greek, and the degrees of Ph.B. and S.B. are conferred upon students who are not required to take either Latin or Greek. In the year 1902, 112 (39 per cent.) out of a total number of 286 who were graduated, received the degree of A.B., that is they elected the required amount of Latin and Greek. This proportion has steadily decreased until in June, 1916, out of 522 bachelor degrees conferred, only 24 (4.6 per cent.) represented the A.B. degree as against 498 (95.4 per cent.) representing degrees which required no Latin or Greek, though, of course, many of these students have taken some Latin.

It is often asserted that the study of Latin gives a boy or girl a mental discipline not otherwise to be obtained, a discipline peculiarly useful to those who have no taste or gift for the study. As a matter of fact, it has doubtless often happened that pupils in secondary schools got through Latin the best training they actually received; because their teachers of Latin were the best teachers

in their schools, the best equipped and the most scholarly. The classical schools have been the best schools, and the classical teachers the best teachers. Gradually, within the past forty years, teachers of modern languages, English, the sciences, and history have been trained in the colleges and universities, who are as scholarly and skilful in their respective fields as any classical teachers. They can teach boys and girls to observe, to think, and to remember in the new subjects quite as well as the teachers of Greek and Latin can in those traditional subjects. At least, they think they can; and many parents and educational administrators think that the new subjects and teachers ought to have a free opportunity to prove this contention. That is all the proposal to abolish the requirement of Latin for the degree of Bachelor of Arts really means.

Accompanying the production of well-equipped teachers of the new subjects, has come a better understanding of the way to get intense application, concentrated attention, and the hardest kind of mental work out of children, and indeed out of adults too. People generally recognize now-a-days that children, like adults, can do their best and hardest work only in subjects or for objects which keenly interest them. Hence uniform prescriptions for all pupils at school are seen to be inexpedient, except in learning to use the elementary tools of learning; and even there much accommodation to individual peculiarities is desirable. Everybody agrees that power to apply oneself, and to work hard mentally is the main object of education; but nearly everybody also has come to know that inspiration or stimulation of interest in any mental work will produce this power to work hard more quickly and more thoroughly than any driving process, no matter what the means of compulsion—rattan, ruler, staying after school, holding up to ridicule, deprivation of play or holiday, or copying pages of French or Latin.

Encouragement concerning the changes to come may be drawn from the changes already achieved. Two generations ago the requirements for admission to Harvard College were Latin, Greek, elementary mathematics, and the barest elements of ancient geography and history; and to those requirements the courses in good secondary schools were accommodated, for the requirements of other American colleges differed from those of Harvard College only in measure or degree and not in substance. To-day the subjects accepted for admission to the freshman class of Har-

vard College embrace English, elementary Greek, Latin, German, French or Spanish, advanced German, advanced French, ancient history, mediaeval and modern history, English history, American history and civil government, elementary algebra and plane geometry, physics, chemistry, geography, botany and zoölogy, advanced Greek, advanced Latin, advanced history, advanced algebra, solid geometry, logarithms and trigonometry, freehand drawing, and mechanical drawing. From this long list of subjects the candidate for admission has a wide range of choice, although certain groupings are prescribed. Nevertheless Harvard College still requires of every candidate for the A.B. degree that he shall have studied elementary Latin three years in his secondary school four or five hours a week—a condition of admission which thirty-eight considerable American universities, including Columbia University, no longer prescribe. All the other leading American universities have adopted to a greater or less extent the new subjects for admission which Harvard has adopted, and only five out of the seventy-six leading American universities and colleges retain conditions of admission at all resembling those of Harvard College in the year 1850.

No one can reasonably maintain that the American educated generation to-day is less well equipped for its life work than the generation which graduated from the American colleges in 1850. On the contrary, all the old professions maintain a much higher standard for admission and in practice than they maintained in 1850, and a large group of new professions have been added to the old. Moreover, business, including farming, manufacturing, trading, and distributing, has become to a much greater extent than formerly an intellectual calling, demanding good powers of observation, concentration, and judgment. There was a time when the chief part of the work of universities was training scholarly young men for the service of the Church, the Bar, and the State, and all such young men needed, or were believed to need, an intimate knowledge of Greek and Latin; but now, and for more than a hundred years, universities are called on to train young men for public service in new democracies, for a new medical profession, and for finance, journalism, transportation, manufacturing, the new architecture, the building of vessels and railroads, and the direction of the great public works which improve agriculture, conserve the

national resources, provide pure water supplies, and distribute light, heat, and mechanical power. The practitioners of these new professions can profit in many directions by so many other studies in youth, that they ought not all indiscriminately to be obliged to study Latin.

The new education since the Civil War has met the rising demand of the times in some measure; but the newer education must go forward more rapidly on the same lines. The rising generations will not prove inferior to the older. With better and more varied training their educated leaders will rise to ever higher levels of bodily vigor, mental capacity, and moral character.

APPENDIX *

Table I. Latin and Greek Requirements of Seventy-six Colleges and Universities.

Table II. Showing Number and Percentage of Students Electing Latin in the Freshman Year in Institutions Requiring Latin for Entrance (A. B. Degree).

Table III. Showing Number and Percentage of Students Offering Latin for Entrance and Electing Latin in the Freshman Year in Institutions Requiring no Latin for Entrance or in College.

*These tables were prepared by Miss Beatrice J. Cohen of the office of the General Education Board.

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Bryn Mawr College Bryn Mawr, Pa.	Latin—4 units Greek, French, German or Minor Latin— 3 units each of any two	Greek, French, German or Minor Latin— 1 year, 5 hours*	Latin—5 years plus 3 years of each of two oth- er languages or Latin—4 years plus 3 years of each of two oth- er languages and 1 year of a fourth lan- guage.*				*Either Minor Latin or a language not offered for entrance must be taken at college.
Carleton College Northfield, Minn.	(see total)	Foreign language —2, 3 or 4 years (see to- tal)	Foreign language —4 years, of which 2 years must be taken at college* Neither Latin nor Greek specific- ally required.	Beginning with June, 1918.			*Students who select their major in one of the languages are required to include, in this total of four years, two years of Latin or Greek. In the freshman year Latin or Greek may be taken as an alternate for a year of required work in mathematics.
College of William and Mary Williamsburg, Va.	Latin—3 units Greek—none	Latin—2 years, 3 hours each year Greek or modern language —2 years	Latin—5 years Greek or modern language —2 years Greek not required	The degree of S. B. is not conferred	Latin—none Greek—none	Latin or a mod- ern language— 2 years* Neither Latin nor Greek re- quired	*2 years of a modern language are re- quired either in high school or in college.
Colorado College Colorado Springs, Colo- rado	Latin—2 units* Latin, French or German—2 units	Foreign language —2 years 3 hours each year	Latin—2 years Additional for- eign language— 4 years Greek not required		Foreign lan- guage—2 years; 3 hours 1st year, 2 or 3 hours and year	Foreign lan- guage—4 years Neither Latin nor Greek re- quired	*The 2 years of Latin required may be taken at college, if other require- ments are met.
Columbia College* New York City	Latin—4 units or Greek—3 units are alternative to science and advanced re- quirements in other entrance subjects	College Latin— 1 year, 3 hours or College Greek— 1 year, 3 hours, are alternative re- quirements in hours, of ad- vanced French or German	Latin or Greek optional but not required.	The degree of S. B. is not conferred.			*Columbia College is the undergradu- ate college for men of Columbia Univer- sity. Barnard College, for women, does not have the same requirements.
Connecticut College for Women New London, Conn.	Latin—3 units Greek—none	Foreign language —first 2 years 3 hours each year	Latin—3 years, other foreign language —2 years Greek not required		Foreign language —first 2 years 3 hours each year	Foreign language —5 years Neither Latin nor Greek re- quired	

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Cornell University Ithaca, New York	Greek, Latin, French, Ger- man, Spanish, Italian one language— 3 units and language— 2 units	Foreign language —1 year, 3 hours	Foreign language —6 years, 4 years of one and 2 years of a 2nd or 3 years of each of two or 3 years of one, 2 years of a second and 1 year of a third Neither Latin nor Greek required	1 Foreign lan- guage—3 units	Latin—none Greek—none	Foreign language —3 years Neither Latin nor Greek re- quired	The degree of A. B. is conferred by the College of Arts and Sciences. The S. B. degree is conferred by the College of Agriculture.
Dartmouth College Dartmouth, N. H.	Latin—4 units Other foreign lan- guage—2 units	Latin—1st year, 3 hours Language pre- sented for entrance—1 year, 3 hours	Latin—5 years Other foreign language—3 years. Greek not required	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	
Delaware College Newark, Delaware	Latin—4 units or Greek—4 units	Latin—none Greek—none	Latin—4 years* Greek—4 years	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	*Two years may, however, be taken in high school and two years in college.
Franklin College Franklin, Indiana	Foreign language —2 units	Foreign language —2 years, 5 hours each year	Foreign language —4 years Neither Latin nor Greek required	Foreign language —2 units	Foreign language —2 years, 5 hours each year	Foreign language —4 years Neither Latin nor Greek re- quired	
Goucher College Baltimore, Maryland	No language requirements	Latin—none Greek—none French and Ger- man equiv- alent of elemen- tary require- ment	Latin—none Greek—none	The degree of S. B. is not conferred.			
Grinnell College Grinnell, Iowa	By certificate Foreign language —4 units, no less than 2 un- its of any one By recommen- dation No absolute re- quirement	Foreign language —2 years, 5 hours each year One-half of this must be of half- major grade.	Foreign language —6 years or 2 years. Nei- ther Latin nor Greek re- quired	The degree of S. B. is not conferred.			

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Harvard University Cambridge, Mass.	Latin—3 units or Greek—2 units	Latin—none Greek—none	Latin—3 years Greek—3 years	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	
Haverford College Haverford, Pa.	Latin—4 units plus { Greek—3 units } or { French or Ger- } man—2 units	Latin or Greek— 1st 2 years, 4 hours each year plus Greek, Latin, French or German—1 year, 4 hours	Latin—1 to 6 years with Greek and modern lan- guages depend- ing on amounts of Latin and Greek offered	2 Foreign lan- guages—2 units of each	Latin—none Greek—none	2 Foreign lan- guages—2 to 4 years of each depending up- on the combi- nations made. Latin and Greek optional but not re- quired	
Hendrix College Conway, Arkansas	Latin—3 units	Latin—1 year (one semester) 5 hours a week*	Latin—4 years, Greek not re- quired	1 Foreign lan- guage—3 units or 2 foreign lan- guages—2 units each	Latin—none Greek—none	Neither Latin nor Greek re- quired	*In terms of the yearly hour used throughout this table, this would be 24 hours for 1 year. While the time spent on college Latin is only one semester it represents a full year's work and should be counted as such.
Indiana University Bloomington, Indiana	1 Foreign lan- guage—2 units	Foreign language —2 years, 5 hours each year	Foreign language —4 years Neither Latin nor Greek re- quired	1 Foreign lan- guage—2 units	7 hours language, preferably modern	Neither Latin nor Greek re- quired	The S. B. degree is conferred upon students who complete the prescribed two years' Pre-Medical Course and the first two years of the four years' Medical Course.
Johns Hopkins Univ. Baltimore, Maryland	Latin—4 units Greek, French, German, Span- ish—2 units each of two or 3 units of one	Latin, Greek, Mathematics, Physics—1 year of two, 4 hours each	Latin—4 years	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	The S. B. degree is usually conferred in Education, but not exclusively Not open to students of undergraduate age.

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.		
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL
Knox College Galesburg, Illinois	Latin—2 units 3 or 4 units accepted	Latin or Greek or Latin and Greek com- bined—1 to 3 years (5—11 hours), ac- cording to the number of units. (3—4) presented for entrance. <i>In addition</i> German, French, Latin or Greek —4 years, 3 hours each year.	Latin or Latin and Greek combined— 5 years plus German, French, Latin or Greek —2 years	Foreign language —2 units, 3 or 4 units accepted	Foreign language —1 to 3 years according to number of units present- ed for entrance. No less than 2 years of any one language will be ac- cepted	Foreign language —5 years
Leland Stanford Junior University, Stanford University, California	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	The degree S. B. is not conferred		
Miami University Oxford, Ohio	see total	see total	At least six years of foreign lan- guage in high school and col- lege. Of this, at least 2 years must be taken in college. Not less than two years, nor more than four years, will be ac- cepted in any one language. Neither Latin nor Greek re- quired.	The degree of S. B. is granted in Education, eight different courses of study leading to this degree. <i>Course A (English and History)</i> Two years of foreign language except in the case of students who have had four years of foreign lan- guage in high school <i>Course B (Latin and English)</i> Latin—4 years <i>Course D (Modern Language and English)</i> Modern language —4 years	The University as such does not pre- scribe any particular subject or subjects for the A. B. degree. Departments prescribe, advise and supervise curricula of the individual students.	

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Middlebury College Middlebury, Vermont	Latin—4 units Greek—none	Latin or Greek— 2 years, 3 hours each year, 1st 2 years	Latin—6 years or Latin—4 years Greek—2 years	Latin, French or German—2 units	Latin—none Greek—none	Latin, French or German—op- tional 2 years Neither Latin nor Greek re- quired	
Mount Holyoke College South Hadley, Mass.	Latin—4 units Greek, French or German—2 or 3 units of one or 2 units each of two	Latin or Greek— 3 hours, 1st year Greek, French or German—1 year, 3 hours, any year	Latin—5 years or Latin—4 years Greek—1 year plus Greek, German or French—1 year in addi- tion to Greek or modern language of- fered for en- trance	The degree of S. B. is not conferred.			
Northwestern Univ. Evanston, Illinois	Latin—3 units or Greek—2 units Greek, French or German—2 units or Greek—2 units French or Ger- man—2 units	Latin—2 years, 3 hours each year Greek, French or German— year, 3 hours 1st year or Greek—1 year, 3 hours, 1st year German or French —1 year, 3 hours 1st year	Latin—5 years or Greek—3 years	Latin, Greek, French or Ger- man—3 units of one or 2 units each of two	Latin—none Greek—none	Foreign language —3 or 4 years Neither Latin nor Greek re- quired	
Oberlin College Oberlin, Ohio	Latin—3 units or Greek—2 units plus any other for- eign language —2 units	Latin, Greek or mathematics— 1 year, 3 hours 1st year	Latin or Greek— 2 years 5 years are op- tional	The degree of S. B. is not conferred.			

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Ohio State University Columbus, Ohio	Foreign language —4 units*	Foreign language —2 years, 4 hours each year, if 4 units are pre- sented for en- trance	2 foreign lan- guages—6 years No less than one year of any lan- guage. Neither Latin nor Greek required	Foreign language —4 units*	Foreign language —2 years, 4 hours each year, if 4 units are pre- sented for en- trance	2 foreign lan- guages—6 years No less than one year of any lan- guage. Neither Latin nor Greek required	*This arrangement is advised, but a student may enter college with less than four years of foreign language, taking the amount required at college. The degree of S. B. is also conferred in Agriculture, Education, Pharmacy and at the end of the second year of the Medical course when the Medical course is begun at the end of the second year at college.
Ohio University Athens, Ohio	Latin—none Greek—none	2 foreign lan- guages—6 years, total of 16 hours. Credit is given, however, for any language taken at high school and ol- ferred for en- trance	2 foreign lan- guages—6 years Neither Latin nor Greek is required	The only degree now given by the College of Arts is the degree of A. B. The degree of S. B. in Education is given by the State Normal College, an allied college.			
Pomona College Claremont, California	Foreign language —2 units	Latin—none Greek—none	Neither Latin nor Greek required 2 years only op- tional	The degree of S. B. is not conferred			
Princeton University Princeton, N. J.	Latin—4 units Greek—3 units	Latin—1½ years 4 hours, 1st year; 1½ hours 2nd year, i. e., 3 hours 2nd semester of 2nd year Greek—1½ years 4 hours, 1st year; 1½ hours, 2nd year, i. e., 3 hours a week, 1st semester of 2nd year	Latin—5½ years Greek—4½ years	Latin—4 units Greek—none	Latin—1st year 4 hours Choice of two of the follow- ing 2nd year: Latin, Mathe- matics— 3 hours Chemistry, Phy- sics—4 hours	Latin—5 or 6 years (6th year optional) Greek—none	The language requirements for the Litt. B. degree are the same as those for the S. B. degree.
Randolph-Macon Wo- man's College Lynchburg, Virginia	Latin—4 units	Latin—1st year 3 hours Greek, French or German—1 year 3 hours.	Latin—5 years Greek, not re- quired, optional 1 year	The degree of S. B. is not conferred			

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Reed College Portland, Oregon	Latin, Greek, German or French—4 units recommended, but not required	Latin—none Greek—none	Neither Latin nor Greek required	The degree of S. B. is not conferred.			
Ripon College Ripon, Wisconsin	Foreign language—2 units	Foreign language—12 hours If 4 units are presented for entrance only 8 hours required at college	Foreign language—16 hours Neither Latin nor Greek required	Degree of S.B. is not conferred. Last June the faculty of Ripon College voted to confer the degree of Ph.B. as well as the degree of A.B. For this degree no language is required, either for entrance or for graduation.			
Smith College Northampton, Mass.	Latin—4 units Greek—3 or 4 units	Latin—1st year, 3 hours or Greek—1st year, 3 hours	Latin—5 years or Greek—4 or 5 years	The degree of S. B. is not conferred			
State University of Iowa Iowa City, Iowa	Latin, Greek, French, German, Spanish, Italian, Norse or Swedish—2 units	Foreign language—2 years, equivalent to 5 hours each year during 1st and 2nd years At least 7 hours must be in one language. This requirement may be completed during third year	Foreign language—4 years, equivalent to 5 hours each year Neither Latin nor Greek required	Foreign language—2 units	Latin—none Greek—none	Neither Latin nor Greek required; except in the case of combined courses in Arts and Medicine when 1 year of Latin is required	The S. B. degree is conferred in Chemistry and General Engineering. It is also conferred after two full years of a college course in liberal arts and the regular first two years of the four-year course in Medicine. The requirements for the S. B. in Medicine are therefore the same as for the A. B. degree.
Swarthmore College Swarthmore, Pa.	Choice of the following to aggregate 7 units— French—2, 3 or 4 German—2, 3 or 4 Greek—3 Latin—2 Elementary Science—2 Solid geom.—1 Trigonometry—1	One or two of the following to aggregate 6 yearly hours, either 3 hours each year, 1st and 2nd years, or 6 hours 1st yr.; Greek, Latin, French or German	Foreign language—6 years Neither Latin nor Greek required	The degree of S. B. is not conferred.			

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Trinity College Hartford, Conn.	Latin—4 units or Greek—3 units	Latin—3 years 3 hours each year or Greek—3 years 3 hours each year <i>plus</i> Latin, Greek, French or Ger- man—4 years, 3 hours each year. Most of this may be taken at high school	Latin—7 years Greek—6 years <i>plus</i> Foreign language —4 years	Foreign language —3 units	Latin—none Greek—none	Neither Latin nor Greek re- quired Optional 4 or more years	
ix Trinity College Durham, N. C.	<i>Group A</i> Latin—4 units Greek—2 units	<i>Group A</i> Latin—1st year Greek—1st year 3 hours each Latin—2nd year Greek—2nd year Math.—2nd year 3 hours each of two, or three, total of 6 or 9 hours <i>Group B</i> Latin—2 years French—2 years German—2 years Choice of two, 6 hours each, 1st and 2nd years* <i>Group C</i> Latin—none Greek—none French or Ger- man—1 year**	<i>Group A</i> Latin—5 years Greek—3 years <i>plus</i> Latin or Greek or both—1 year				*If Latin is presented for entrance it must be continued at least through the freshman year. The same is true of French and German. **Whichever language was not pre- sented for entrance.
	<i>Groups B & C</i> Latin—4 units or French—2 units and German—2 units		<i>Group B</i> Foreign language —8 years 4 years of Lat- in optional, but neither Latin nor Greek required <i>Group C</i> Foreign language —5 years 4 years of Latin optional, but neither Latin nor Greek re- quired				The degree of S. B. is not conferred.

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
Union College Schenectady, N. Y.	Latin—4 units Greek—3 units	<i>Group A</i> Latin—2 years 4 hours 1st year, 3 hours 2nd year Greek—2 years 5 hours 1st year, 4 hours 2nd year	Latin—6 years Greek—5 years	Latin—none Greek—none	<i>Degree of S. B.</i> Latin—none Greek—none	Latin—none Greek—none	For admission to S. B. course 4 years of Latin are accepted in place of a modern language. In that case Latin is taken 4 hours in freshman year and followed by 5 hours French or German in sophomore year.
	Latin—4 units Greek—none	<i>Group B</i> Latin—2 years 4 hours 1st year, 3 hours 2nd year Greek—2 years 5 hours 1st year, 4 hours 2nd year	Latin—6 years Greek—3 years	Latin—4 units Greek—none	<i>Degree of Ph. B.</i> Latin—2 years 4 hours 1st year, 3 hours 2nd year Greek—none	Latin—6 years Greek—none	
University of Alabama University, Alabama	Latin—3 units Greek—none	Latin—2 years 3 hours each year or Greek—2 years 3 hours each year	Latin—6 years* Latin—3 years Greek—2 years**	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	*Applicants who present only three units of Latin must take a preparatory course of three additional hours in Latin, for one year, if they elect Latin instead of Greek at college, which counts towards graduation. **2 years, 6 hours, of modern language are also required, but 2 years of Greek may be substituted.
University of Arkansas Fayetteville, Arkansas	Latin, Greek, French, Ger- man or Span- ish—3 units, at least 2 units being in one language	Foreign language —1st year, 4 hours* or Foreign language —1st year, 4 hours*	One foreign lan- guage—4 years Neither Latin nor Greek re- quired	Latin—none** Greek—none	Latin—none Greek—none	Latin—none Greek—none	**If a student continues a language at college in which he presented only 2 units at entrance he will be required to take another year at college in order to meet the requirement of 4 years of one foreign language. ***The degree of S. B. is granted in Chemistry, Education and Agriculture.
University of California Berkeley, California	Foreign language —2 units*	Foreign language —1 year, 3 hours	Foreign language —3 years. Neither Latin nor Greek re- quired	The Degree of Bachelor of Science is given in the curricula of applied sciences—such as Engineering, Commerce, Agriculture. The Degree of Bachelor of Arts is conferred upon those who complete the curriculum of the College of Letters and Science.			**This is the minimum foreign language requirement. More is required unless a substantial equivalent in mathematics and laboratory science is offered. The A. B. course is made a little more difficult for those who do not offer about four years of credit in high school Latin or in Latin and Greek combined. They are required to do more work in mathematics and science.

*

LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.

NAME OF COLLEGE OR UNIVERSITY	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	NOTES
University of Chicago Chicago, Illinois	Latin—2 units Greek—none	Latin—2½ years 5 hours a week Greek—2½ years 5 hours a week	Latin—4½ years or 5 years if 4 units are offered for ad- mission Greek—2½ years	Latin—none** Greek—none	Foreign language —1½ years un- less 2 units are presented for entrance	Foreign language (This minimum must be of- fered in a sin- gle language)	*The University year is divided into quarters, the summer quarter beginning about June 15 and ending September 1. Since this period is not counted a part of the college year at most colleges and uni- versities it has been omitted here and the balance of the year has been con- sidered divided into thirds, since all courses at the University are arranged on this quarter basis. **The requirements for the degree of Ph. B. as far as language is concerned are the same as for the S. B.
University of Colorado Boulder, Colorado	Latin, Greek, French or Ger- man—4 units*	Classics, Science or Mathema- tics—1st year 5 hours, 2nd year 2½ hours of one altern- ative	Foreign language —4 years Neither Latin nor Greek re- quired	Engineering Foreign language —2 units Pharmacy Latin—1 unit Greek—none	Engineering Foreign language 2 years Neither Latin nor Greek re- quired Pharmacy Latin—1 year	Engineering Foreign language 2 years Neither Latin nor Greek re- quired Pharmacy Latin—1 year	*4 units of Latin are preferred, 2 units advised. The degree of S. B. conferred in En- gineering and Pharmacy.
University of Georgia Athens, Georgia	Latin—3 units plus (Greek—1:75 units or French, Ger- man or Spanish— 2 units)	Latin—2 years Greek—2 years* 4 hours of each 1st year 3 hours of each English language, French, Ger- man, Latin or Greek—3rd and 4th years 3 hours each year	Latin—5 years plus (Greek—4 years or French or German—6 years)	Latin—none Greek—none	Latin** or German—3 years, 3 hours each year 1st two years A n o t h e r l a n - g u a g e — 3 r d and 4th years, 3 hours each year	Neither Latin nor Greek re- quired	*Both French and German may be substituted for 7 hours of Greek, in which case 6 hours of German and 6 hours of French are required. This amount satisfies the language requirement of the 3rd and 4th years. **If Latin is taken at college, 3 units must be offered for admission.
University of Illinois Urbana, Illinois	Latin, Greek, French, Ger- man or Spanish —3 units	Foreign language —2 years, 4 hours each year**	Foreign language —4 years Neither Latin nor Greek re- quired	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	*During which years to be taken not specified. **If 3 or more units of foreign language are offered for entrance only 1 year, 4 hours, is required at college.
University of Kansas Lawrence, Kansas	Latin—none* Greek—none	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	*Under a recently enacted state statute all graduates of four-year high schools which have been accredited by the State Board of Education and ad- mitted without examination and with- out specific credits. The State Board is now accrediting high schools main- taining curricula which include no foreign language studies whatever. It will therefore be possible hereafter for graduates of such high schools to enter this institution although they have had no language other than three years of English.

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
University of Maine Orono, Maine	Latin, Greek, French, German or Spanish—4 units	Foreign language—1 year, 10 hours*	Foreign language—3 years Neither Latin nor Greek required	Latin, Greek, French, German or Spanish—2 units	Latin—none Greek—none	Latin or Greek optional for 2 years, but not required	*If more than 4 units are presented for entrance only 6 hours of language are required at college. The degree of S. B. is conferred in Chemical Engineering, Pharmacy, Chemistry, Civil Engineering, Electrical Engineering, Home Economics, Agriculture and allied branches, Forestry.
University of Michigan Ann Arbor, Michigan	Latin, Greek, French, German or Spanish—2 units*	6 hours in a language and literature group which includes English language, rhetoric and the foreign languages	Foreign language—2 years Neither Latin nor Greek required	Latin, Greek, French, German or Spanish—2 units*	6 hours in a language and literature group which includes English language, rhetoric and the foreign languages	Foreign language—2 years Neither Latin nor Greek required	*Students entering from any of the accredited schools on the list of the North Central Association need not fulfil this, or any, specific requirement so long as they present a total of 15 units, of which not more than 3 may be of the vocational group. The S. B. degree is also granted in Chemistry, Forestry and Medicine.
University of Minnesota Minneapolis, Minn.	English—4 units or English units—3 Foreign language—4 units or English—3 units Foreign language—2 units of each of two languages	Latin—none Greek—none	Neither Latin nor Greek required	The College of Science, Literature and the Arts grants the A. B. degree ordinarily; the S. B. degree only to students taking the seven-year course in Science and Medicine. For this course two units of Latin are required.			
University of Miss. University, Miss.	Latin—3 units Greek—2 units*	Latin—2 years, 3 hours each year Greek—2 years, 3 hours each year	Latin—5 years Greek—4 years	Latin—none Greek—none	Foreign language—2 years, 6 hours, in two departments but at least one must be modern	Neither Latin nor Greek required	*Students may enter without Greek, in which case they are required to take three years of Greek at college, making a total of 11 hours. In this case the total number of years of Greek required would be only 3.
University of Missouri Columbia, Missouri	Latin—none Greek—none	Latin—1st year or Greek—1st year semester hours, unless four units of either were offered for an.	Latin—1 year or Greek—1 year	The S. B. degree is not conferred by the College of Arts and Science, but only by the various professional schools, such as Engineering, Agriculture, etc.			

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
University of Nebraska Lincoln, Nebraska	Foreign language —3 units*	Foreign language —5 hours, to be taken be- fore end of junior year**	Neither Latin nor Greek re- quired	Foreign language —3 units*	Foreign language —5 hours, to be taken be- fore end of junior year**	Neither Latin nor Greek re- quired	*If 3 units of mathematics are pre- sented only 2 units of foreign language are required. **The number of years of foreign language to be taken are not specified.
University of North Carolina Chapel Hill, N. C.	Latin—3.7 units*** Greek—2 units	<i>Group I</i> Latin—2 years; 4 hours 1st year, 3 hours 2nd year Greek—1 year, 4 hours or Latin—1 year, 4 hours Greek—2 years, 4 hours 1st year, 3 hours 2nd year Latin, Greek, French or Ger- man—1 year, 3 hours during 1st 2 years <i>Group II</i> Latin—1 year, 4 hours or Greek—2 years, 8 hours Latin, Greek, French or Ger- man—2 years of one or 1 year each of two languages, to be taken during first 2 years <i>Group III</i> Latin—none Greek—none	Latin—6 years Greek—3 years plus additional language—1 year or Latin—5 years Greek—4 years plus additional language—1 year	**Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	*According to this group system neither Latin nor Greek is required for the A. B. degree. ***The degree of S. B. is conferred by the School of Applied Science in Chemi- cal Engineering, Electrical Engineering, Civil and Highway Engineering, Soil Investigation and Medicine. ***Greek may be substituted for Latin and be carried on the same terms.
University of Oregon Eugene, Oregon	Latin—none Greek—none Foreign language —2 units	Latin—none Greek—none Latin—none Greek—none	Latin—none Greek—none Foreign language —2 years Neither Latin nor Greek re- quired				

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.			LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.			NOTES
	ENTRANCE	COLLEGE	TOTAL	ENTRANCE	COLLEGE	TOTAL	
University of Pennsylvania Philadelphia, Pa.	Latin—4 units or Greek, French, German or Spanish—3 units or 2 units each of two languages	Foreign language —3 years, 3 hours each year 1 year of ancient language and 1 year of mod- ern language required	Foreign language —7 or 6 years of which 1 year Latin or Greek is re- quired	The degree of S. B. is not conferred.			*More than one language may be taken during one year, but the requirement of 3 one-year courses, of 3 hours each, must be met.
University of South Carolina Columbia, S. C.	Latin—2 units or Any other foreign language —1 unit	Latin—2 years each 3 hours each or Any other foreign language —2 years, 3 hours each year	Latin—4 years or Other foreign language—3 years Neither Latin nor Greek required	Latin—2 units or Any other foreign language —1 unit	Latin—2 years each 3 hours each or Any other foreign language—2 years, 3 hours each year	Latin—4 years or Other foreign language—3 years Neither Latin nor Greek required	Degree of S. B. also conferred in Civil Engineering.
University of Tennessee Knoxville, Tennessee	Foreign language —4 units	Foreign language —2 years, 3 hours each year, 1st two years	Foreign language —6 years Neither Latin nor Greek re- quired	The degree of S. B. is not conferred by the College of Liberal Arts but by the various professional schools, Engineering, Medicine and Agriculture, each having different requirements	Latin—none Greek—none	Latin—none Greek—none	
University of Texas Austin, Texas	Foreign language —3 units	Foreign language —3 hours each year, usually 1st two years*	Foreign language —5 years Neither Latin nor Greek re- quired	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	*If a modern language is begun in the university 3 years, 3 hours each year are required. The degree of S. B. is also conferred by the Medical and Engineering departments.
University of Vermont Burlington, Vermont	Latin—4 units Greek—3 units	Classical Latin—1st year 3 hours. Greek—1st year, 3 hours Latin or Greek— 2nd year, 3 hours Literary-Scientific Latin—1st year 3 hours Greek—none	Latin—5 years Greek—3 years Modern lan- guage—2 years	Foreign language —2 units	Latin—none Greek—none	Foreign language —2 units Neither Latin nor Greek re- quired	The degree of S. B. is also conferred in Commerce and Economics, Home Economics, Education, Chemistry, Engineering and Agriculture. *Greek may be begun in college and continued 2nd year.
University of Virginia University, Virginia	Latin—4 units or Greek—2 units	Latin—2 years or Greek—2 years 3 hours each year	Latin—6 years or Greek—4 years	Latin—none Greek—none	Latin—none Greek—none	Latin—none Greek—none	Degree of S. B. also conferred in special subjects and Medicine.

TABLE I—Continued

NAME OF COLLEGE OR UNIVERSITY	LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF A. B.		LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.		NOTES	
	ENTRANCE	COLLEGE	ENTRANCE	COLLEGE		
Washington University St. Louis, Missouri	Foreign language—3 units from the following group: Latin—3 or 4 French—3, 3, or 4 German—2, 3, or 4 Spanish—2	Foreign language—3 years each year 1st three years*	Foreign language—6 or 7 years Neither Latin nor Greek required			*Students offering 5 units of foreign language for entrance are required to take 2 years only at college.
Wellesley College Wellesley, Mass.	Latin—4 units Greek—4/5 French or German—3 units and 2 units, each of two, or 2 units of one and 2 units elective	Foreign language—1st year, 3 hours* or Natural science—1st year, 3 hours** If neither has been presented for entrance both must be taken 1st year	Latin—4 years 2 other languages—4 years Greek not required			*Not required if a third language has been offered for entrance. **Not required if offered for entrance.
Wells College Aurora, New York	Latin—4 units Greek, French or German—2 units	Latin—1st year, 3 hours Greek, French or German—1st year, 3 hours	Latin—5 years Greek not required			The degree of S. B. is not conferred.
Wesleyan University Middletown, Conn.	Latin—4 units or Greek—3 units*	Latin—1st year, 3 hours or Greek—1st year, 3 hours plus Latin, Greek, modern language or mathematics—1st year, 3 hours	Latin—5 years or Greek—4 years	Latin—none Greek—none	Latin—none Greek—none	*Unless both Latin and Greek are offered, candidates must present an elementary modern language or take a corresponding course in college. By taking beginners' Greek in college, a student can meet the requirement in two years instead of four.

NAME OF COLLEGE OR UNIVERSITY

REQUIREMENTS FOR THE DEGREE OF A. B.

LATIN AND GREEK REQUIREMENTS FOR THE DEGREE OF S. B.

NOTES

*Every student shall give evidence before the beginning of his senior year of a satisfactory knowledge of a modern foreign language. As evidence either two years of further work in college or examination is accepted.

The degree of S. B. is not conferred by Adelbert College (the Men's College of Arts and Sciences)

Degree of S. B. is conferred only as a first degree upon candidates who are pursuing either the combined Science and Agriculture course, the combined Science and Medical course, or the combined Science and Engineering course

The degree of S. B. is not conferred.

* Number of hours per week not stated.

Foreign language —4 units
No less than 2 units in any one language

Foreign language —2 or 3 years, total of 10 hours

Latin —4 units
Greek —3 units

Group I
Latin —1st year, 3 hours
Greek —1st year, 4 hours
Latin or Greek —2nd year, 4 hours
or
French or German —2nd year, 3 hours

Group II-V
Latin —1st year 3 hours
Latin or Greek —2nd year, 4 hours
or
French or German —2nd year, 4 hours

Latin —4 units

Latin —5 years plus additional year foreign language
Greek not required

Latin —4 units
French or German —3 units

Foreign language —2 years*

Foreign language —3 years of which 4 years of Latin are required

Chemistry, modern language, ancient language, history —1st year: three of these subjects, 3 hours of each

Foreign language —4 or 5 years
Neither Latin nor Greek required

Latin —5 years
Greek —4 years plus additional year foreign language

Latin —5 years plus additional year foreign language
Greek not required

Foreign language —3 years of which 4 years of Latin are required

Western Reserve University
*Cleveland, Ohio
(Adelbert College)

West Virginia Univ.
Morgantown, W. Va.

Williams College
Williamstown, Mass.

Yale University
New Haven, Conn.

Degree of S. B. is not conferred by Yale College (College of Liberal Arts) but the degree of Ph. B. is conferred by the Sheffield Scientific School

Table II.—Showing Number and Percentage of Students Electing Latin in the Freshman Year in Certain Institutions Requiring Latin for Entrance (A. B. Degree)

NAME OF COLLEGE OR UNIVERSITY	YEAR	TOTAL NUMBER OF FRESHMAN MATRICULATES	ELECTING LATIN FRESHMAN YEAR		NAME OF COLLEGE OR UNIVERSITY	YEAR	TOTAL NUMBER OF FRESHMAN MATRICULATES	ELECTING LATIN FRESHMAN YEAR	
			NUMBER	PER CENT				NUMBER	PER CENT
Bowdoin College	1912-13	83	67	81	Harvard College	1912-13	542	70	15
	1913-14	78	50	76		1913-14	505	85	17
	1914-15	87	67	77		1914-15	507	106	21
	1915-16	81	60	85		1915-16	586	85	15
	1916-17	88	64	73		1916-17	569	95	17
Colorado College	1912-13	176	40	28	Johns Hopkins University	1911-12	44	18	41
	1913-14	171	40	25		1912-13	43	13	30
	1914-15	204	47	23		1913-14	55	25	45
	1915-16	235	59	25		1914-15	55	27	49
	1916-17	245	54	22		1915-16	58	21	36
Connecticut College for Women	1912-13	...	...	..	Wellesley College	1912-13	402	95	24
	1913-14	...	...	..		1913-14	414	92	22
	1914-15	...	...	..		1914-15	410	90	22
	1915-16	98	11	11		1915-16	414	77	19
	1916-17	98	5	5		1916-17	456	80	18
Delaware College	1912-13	14	7	50	Yale College ¹	1912-13	385	284	74
	1913-14	9	3	33		1913-14	304	267	75
	1914-15	26	10	38		1914-15	302	267	76
	1915-16	19	12	63		1915-16	308	268	78
	1916-17	23	4	17		1916-17	403	283	70

Table III *—Showing Number and Percentage of Students Offering Latin for Entrance and Electing Latin in the Freshman Year in Certain Institutions Requiring no Latin for Entrance or in College.

NAME OF COLLEGE OR UNIVERSITY	YEAR	TOTAL NUMBER OF FRESHMAN MATRICULATES	OFFERING LATIN FOR ENTRANCE		ELECTING LATIN FRESHMAN YEAR		
			NUMBER	PER CENT.	NUMBER	PER CENT. OF THOSE OFFERING LATIN	PER CENT. OF TOTAL MATRICULATES
Beloit College	1912-13	137	97	71	14	14	10
	1913-14	137	100	73	19	19	14
	1914-15	140	101	72	16	16	11
	1915-16	161	126	78	13	10	8
	1916-17	142	94	66	12	13	8
Cornell University	1912-13	304	274	90	62	23	20
	1913-14	291	264	91	57	22	20
	1914-15	322	294	91	69	23	21
	1915-16	356	328	92	66	20	19
	1916-17	349	315	90	58	18	17
Franklin College	1912-13	75	69	92	9	13	12
	1913-14	60	57	95	9	16	15
	1914-15	73	68	93	7	10	10
	1915-16	98	91	93	13	14	13
	1916-17	104	89	86	12	13	12
Goucher College	1912-13	105	105	100	27	26	26
	1913-14	122	122	100	23	19	19
	1914-15	121	121	100	17	14	14
	1915-16 ¹	191	182	95	33	18	17
	1916-17	219	210	96	25 ²	11	11
Pomona College	1912-13	152	137	90	10	7	7
	1913-14	195	167	86	17	10	9
	1914-15	204	173	85	16	9	8
	1915-16	226	185	82	23	12	10
	1916-17	194	145	75	8	6	4
Reed College	1912-13	73	61	84	18	30	25
	1913-14	75	70	93	9	13	12
	1914-15	86	72	84	11	15	13
	1915-16	99	92	93	14	15	15
	1916-17	100	92	92	16	17	16

¹ Latin was required for entrance until the year 1915-1916.

² Includes one student who did not offer Latin for entrance.

*This table does not include all the colleges mentioned on page 4, as many were unable to supply the figures in time for this publication, or in the form required.

TABLE III—Continued

NAME OF COLLEGE OR UNIVERSITY	YEAR	TOTAL NUMBER OF FRESHMAN MATRICULATES	OFFERING LATIN FOR ENTRANCE		ELECTING LATIN FRESHMAN YEAR		
			NUMBER	PER CENT.	NUMBER	PER CENT. OF THOSE OFFERING LATIN	PER CENT. OF TOTAL MATRICULATES
Ripon College	1912-13	68	22	32	7	32	10
	1913-14	59	23	39	6	26	10
	1914-15	74	24	32	14	58	19
	1915-16	102	34	33	17	50	17
	1916-17	115	29	25	25	86	22
Swarthmore College	1912-13	120	116	97	26	22	22
	1913-14	134	120	90	25	21	19
	1914-15	128	121	95	26	21	20
	1915-16	157	152	97	15	10	10
	1916-17	117	...	..	15	..	13
University of Illinois	1912-13	1,002	721	72	35	5	3
	1913-14	1,034	838	81	33	4	3
	1914-15	1,153	1,010	88	29	3	3
	1915-16	1,384	930	67	40	4	3
	1916-17	1,393	1,043	75	48	5	3
University of Maine	1912-13	261	...	..	8	..	3
	1913-14	322	242	75	6	2	2
	1914-15	352	255	72	14	5	4
	1915-16	406	280	69	8	3	2
	1916-17	389	235	60	16	7	4
University of Michigan	1912-13	688	573	83	96	17	14
	1913-14	836	641	77	84	13	10
	1914-15	851	682	80	93	14	11
	1915-16	912	731	80	78	11	9
	1916-17	974	755	78	96	13	10
University of Minnesota	1912-13	544	303	56	65	21	12
	1913-14	512	284	55	61 ¹	20	12
	1914-15	707	376	53	54	14	8
	1915-16	884	346	39	26	8	3
	1916-17	997	434	44	53	12	5
University of North Carolina	1912-13	222	204	92	164	80	74
	1913-14	240	222	93	178	80	74
	1914-15	248	217	88	169	78	68
	1915-16	271	233	86	177	76	65
	1916-17	299	258	86	144	56	48

¹Includes five students who did not offer Latin for entrance.

TABLE III—Continued

NAME OF COLLEGE OR UNIVERSITY	YEAR	TOTAL NUMBER OF FRESHMAN MATRICULATES	OFFERING LATIN FOR ENTRANCE		ELECTING LATIN FRESHMAN YEAR					
			NUMBER	PER CENT.	NUMBER	PER CENT. OF THOSE OFFERING LATIN	PER CENT. OF TOTAL MATRICULATES			
Washington and Lee University	1912-13	82	79	96	26	33	32			
	1913-14	119	110	92	31	28	26			
	1914-15	124	115	93	21	18	17			
	1915-16	122	112	92	22	20	18			
	1916-17	107	95	89	16	17	15			
Western Reserve University ³ (Adelbert College only)	1912-13	189	172	71	91	38	23	13	32	12
	1913-14	168	161	77	96	46	23	14	30	14
	1914-15	155	136	64	88	41	35	26	55	23
	1915-16	153	136	85	89	56	28	21	33	18
	1916-17	157	137	67	87	43	31	23	46	20

¹Total number of students offering either 1, 2, 3, or 4 years of Latin.

²Students offering 4 years of Latin.

³While students may enter without Latin or less than 4 units, only those entering with 4 units may elect Latin at college.