

(The following material was submitted for the record:)

STATEMENT OF HON. HERBERT TENZER, A REPRESENTATIVE IN CONGRESS FROM
THE STATE OF NEW YORK

Madam Chairman, I appreciate this opportunity to appear and present to the Members of the Special Subcommittee on Education my views on the proposed Higher Education Amendments of 1967 (H.R. 6232). I am pleased to say that during the 89th Congress, I supported the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965 and the Higher Education Amendments of 1966.

I favor legislation designed to improve our country's educational system and to provide our students with the available service and our teachers with the funds necessary for their education and for further development of their careers. Therefore, today, I support the Administration's proposal to extend and strengthen the Higher Education Act of 1965, the National Defense Education Act of 1958, the Education Professions Development Act and the National Vocational Student Loan Insurance Act of 1965.

I, too, have introduced legislation (HR 8550), being considered by your Subcommittee today. My proposal differs from HR 6232 under the proposed Education Professions Development Act, which will become effective July 1, 1969, in that I am further amending Title V of the Higher Education Act of 1965 to extend the coverage under the bill to include all foreign languages.

Thus, we will enable all present and prospective language teachers to qualify under the amendments to Title V of the Higher Education Act of 1965. I believe this amendment will remove most of the categorical restrictions so that all languages not classified as modern foreign languages, but which are official languages used in international trade such as Greek and Hebrew, will also qualify under the provisions of Title V.

Since I support the proposed amendments to the aforementioned Acts, I will only direct my testimony to the areas which I feel have not already been extensively covered by previous testimony.

Speaking in defense of my proposed amendment to Title V, I have in mind specifically such languages as Greek, Hebrew and Latin. These languages should be considered on an equal basis with modern foreign languages under the provisions of Title V of the Higher Education Act of 1965.

Approximately 90 universities and colleges in the United States, including every major university have courses in Judaica studies in their curricula. These courses include Hebrew as a modern language. Hebrew the original language of the Old Testament is today the official language of the State of Israel which carries on trade with the United States and more than 70 other nations of the world. When the State of Israel was established many of the agencies and departments of the United States Government sought stenographers, typists and translators of Hebrew and that need exists today. A considerable amount of research is being conducted today in many fields of education of original documents in the Hebrew language.

To a very great extent, and particularly with reference to International Trade the same applies to the Greek language.

Since higher institutions of learning generally set the pace for our secondary schools, it is significant that colleges are aware of their responsibility and are taking practical steps toward revitalizing the teaching of Latin.

A survey published by the American Classical League reports that experiments have been conducted "to find out what factors, if any are found among men who have attained the greatest success in their chosen fields of work. Only one such factor was found universally present. That was a wide knowledge of the meaning of English words. The top business executive ranked first in this respect; the college professors were a close second."

But this direct value to English is something more than a knowledge of words and of grammar. It includes training in understanding and expressing thought. By constant practice in trying to express in English the thought of a Latin writer, in choosing precisely the right words to convey the exact shade of his meaning, the student learns his own language as he otherwise could not do.

Furthermore, this training in understanding and using English makes abstract thinking possible. The understanding of meaningful symbols, which transcend the boundaries imposed by a single language, is enhanced by the study of Latin.