

from *The Process of Education*, by Jerome S. Bruner, Harvard University Press (1960) pp. 77-70.

The results which Dr. Bruner foresaw were beginning to happen because of the increasing emphasis on science and technology which had not been counterbalanced in 1960 at the time he wrote. The counterbalance had actually begun for modern foreign languages by the passage of the NDEA in 1958, but the effects had not yet become noticeable in 1960. Additional counterbalance for the arts and humanities was provided by the establishment of the National Arts and Humanities Foundation in 1965. Although the classical languages are obviously included under most of its provisions, the opportunities for the retraining of teachers in summer institutes, in competition with all of the arts and the other humanities, are extremely limited. In the summer of 1966 a summer institute for forty Latin teachers was held at the University of Minnesota, for six weeks. In the summer of 1967 an institute for thirty-five Latin teachers will be held at the University of Minnesota for two weeks.

Since the retraining of teachers is one of the desirable factors of a summer institute, if larger number of Latin teachers in the secondary schools do not receive such training, the situation in Latin will undoubtedly grow worse and worse.

In all fairness it must be pointed out that classical languages are included in the provisions of Title IV of the revised National Defense Education Act. In 1966-67 fellowships were awarded to eighteen different institutions. For the academic year 1967-68 thirty institutions have received the fellowships. These awards are most gratifying. Since the programs require doctoral studies, most if not all of the recipients of the fellowships will be in preparation for teaching on the college level.

These facts show very plainly that the need for an enlarged program for the training and retraining of Latin teachers in secondary schools is one of the most serious problems in the field of classical languages today. The American Classical League, The American Philological Association, and all of the classical organizations in this country enthusiastically support your efforts and those of your colleagues to make the teachers of classical languages eligible for the provisions of Title V of your bill, H.R. 8550.

In support of the statements in this letter, certain facts and figures are set forth in the enclosures.

Sincerely,

JOHN F. LATIMER.

ENCLOSURE TO JOHN F. LATIMER'S LETTER TO CONGRESSMAN HERBERT TENZER
DATED APRIL 17, 1967

I. Public high school enrollments, grades 7 to 12

	Latin	French	Spanish
1964.....	609,354	1,447,010	1,090,221
1965.....	626,199	(1)	(1)

¹ Not available.

NOTE.—These figures taken from "Foreign Language Offerings and Enrollments in Secondary Schools, Fall 1964," published by Modern Language Association. Those for 1965 have not yet been published. Figures for Latin given to JFL by the MLA.

II. Enrollments in institutions of higher education in fall 1965 and 1964

	Latin	Greek	French	Spanish
1965:				
Undergraduate.....	34,228	15,596	321,587	257,463
Graduate.....	1,677	2,631	12,449	8,573
1964 (estimated):				
Undergraduate.....	29,828	(1)	318,778	262,343
Graduate.....	1,314	(1)	11,456	7,333

¹ Not given.

NOTE.—These figures are taken from "Foreign Language Enrollments in Institutions of Higher Education, Fall 1965," published by the Modern Language Association of America, September 1966.