

**A STUDY OF ABILITY IN LATIN IN SECONDARY
SCHOOLS: A DESCRIPTION OF A METHOD OF
MEASURING ABILITY IN LATIN,
WITH A STATISTICAL STUDY OF THE RESULTS
OF A SURVEY OF INSTRUCTION IN LATIN IN
NEW HAMPSHIRE SECONDARY SCHOOLS**

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A Study of Ability in Latin in Secondary Schools: A Description of a Method of Measuring Ability in Latin. With a Statistical Study of the Results of a Survey of Instruction in Latin in New Hampshire Secondary Schools by H. A. Brown

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SURVEY OF INSTRUCTION IN
LATIN IN NEW HAMPSHIRE
SECONDARY SCHOOLS

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PREFACE

This investigation was begun when the writer was director of the Bureau of Educational Research connected with the New Hampshire Department of Public Instruction. A preliminary test was given in 1916. Most of the data contained in the present study were gathered near the end of the school year in 1917. The scoring of the papers and the tabulation of the data were done during the summer of that year.

The study was made possible by funds with which to maintain the Bureau, granted by the General Education Board, for the purpose of carrying on scientific studies of educational practice. It should be stated that the General Education Board merely granted to the State Superintendent of Public Instruction the funds for maintaining the Bureau and in no way directed what investigations should be made. The Bureau acted entirely on its own initiative and accepts full responsibility for its findings.

This monograph has been written for two classes of readers. There is a large class of people who are directly and very vitally interested in Latin as it is taught in both secondary school and college. They are mostly school and college teachers and administrators, who desire to know the results of any investigations which throw light upon defects in present methods of teaching Latin, and they are also interested in any suggestions in the direction of improved methods of instruction. Their interest is thus chiefly in the practical side of the investigation. There is also a large class, made up of scientific investigators in education, who are interested not only in the practical results of the investigation, but also in the methods by which the results are secured. They will insist upon a full presentation of the data from which the conclusions were derived. For this reason the data have been presented in as great detail as the limits of the monograph will permit.

This study was undertaken for purely administrative purposes to answer certain questions with reference to the success with which Latin was being taught in the secondary schools of the State as a whole. Therefore, in many cases, a general average gives a sufficient answer. Many tables and graphs which might have been

printed are omitted for this reason. It is believed by the writer that while this may make the monograph less interesting to the scientific investigator, it makes it more readable for the general school administrator. Enough data have been given so that anyone who desires to do so may check the accuracy of the work in every important particular.

I desire to acknowledge here my indebtedness to several people who have assisted me in this study.

To Professor Henry C. Morrison, of the School of Education, University of Chicago, formerly Superintendent of Public Instruction for New Hampshire, I am indebted for valuable suggestions and criticism throughout the entire time during which the investigation has been in progress. The study was made under his general direction.

I am under especial obligation to Miss Margaret G. Kennedy, first assistant in the Bureau of Educational Research, for patient and untiring efforts in giving the tests, for suggestions on the general plan of the study and especially for advice and painstaking labor in connection with the statistical work involved in evaluating the tests and in interpreting the results. Her assistance during the earlier stages of this study was invaluable.

Mrs. Mabel A. Riordan, executive secretary, State Normal School, Oshkosh, Wisconsin, has rendered valuable service during the later stages of this study, especially in the final statement of conclusions.

Professor Truman L. Kelley of Teachers College, Columbia University, has read the manuscript and offered many valuable suggestions. Dr. B. R. Buckingham of the University of Illinois has read a part of the proof. Dr. W. W. Theisen and Dr. Carter Alexander of the Wisconsin State Department of Public Instruction have also read the proof.

I am indebted to the General Education Board for its support of this investigation.

H. A. BROWN.

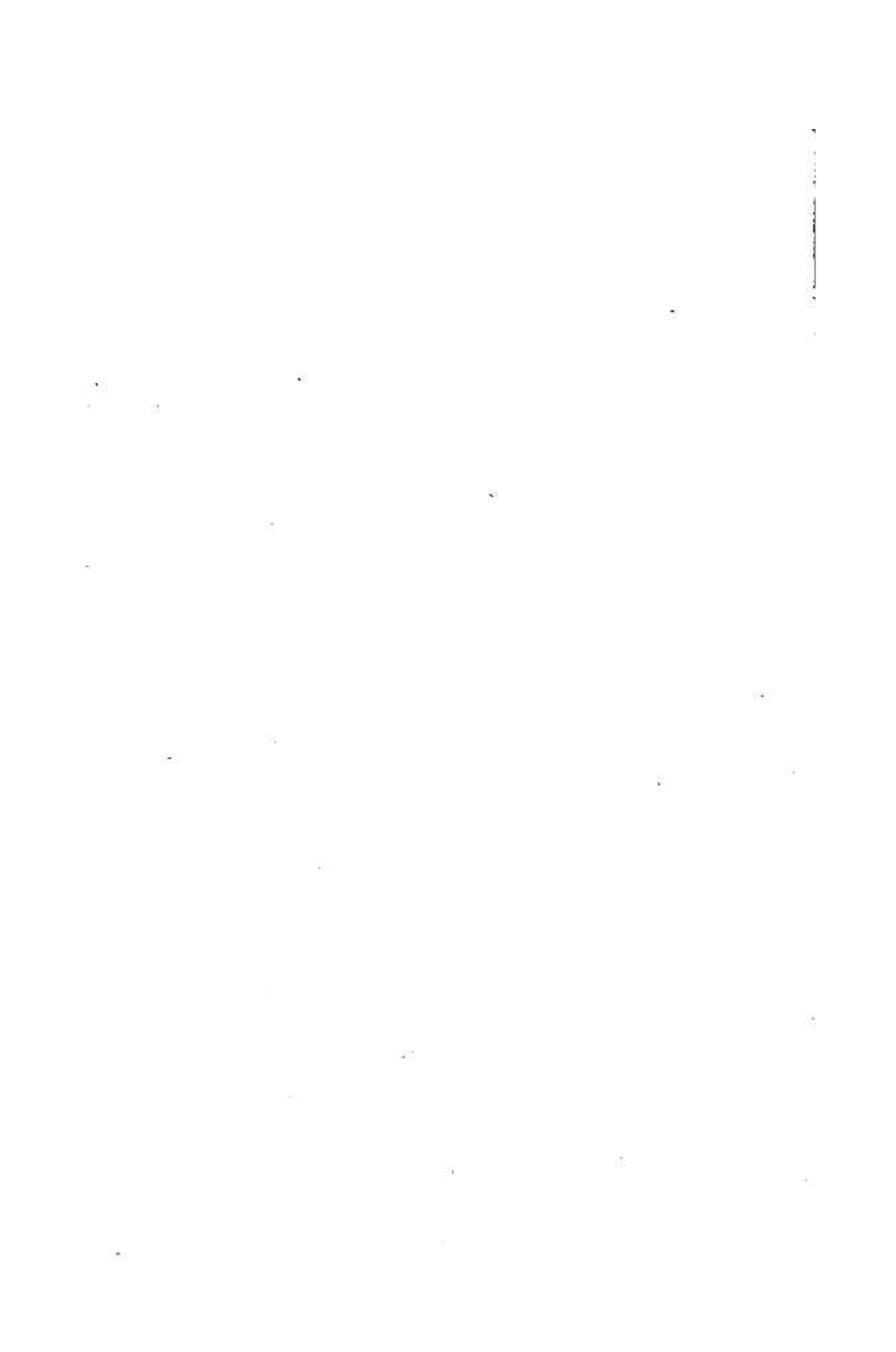


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