The boy was calmer now, but his hands still trembled. He lowered his head.

"Well, I didn't..." he began.

"Answer me. Yes or no!"

"Then yes!" The boy's eyes were suddenly defiant.

"Then I have no choice but to turn you over to the police," Mr. Maxwell said gravely.

Abby and Emmie and the man were frowning.

"And I thought he was all right," Emmie said sadly.

"He's got a lot to learn in those eighteen years." Abby clucked her tongue. "Well altogether now." They concentrated.

Mr. Maxwell paused with the phone in his hand. He could see the dark fear beneath the defiance in the boy's eyes. He watched his own hand slowly put the phone back on the hook.

"Can you tell me about it, Chuck?" he was surprised to hear himself say gently.

The boy's chin quivered.

"I just wanted some money, mister. I hadda have money, I ran away from home. Last week. Ya see my mom... Well, I said I wouldn't come back till I got some money. And you had plenty, mister. I wasn't gonna shoot your wife. But I got scared. I kinda went to pieces, I guess, when she started screamin'..." He clutched Mr. Maxwell's sleeve. "Aw Mister. I'll do anythin' you say. But don't turn me over to the cops. Please. Please..."

Mr. Maxwell sat down.

"Well, I'll make you a proposition, Chuck. I need an odd-job boy around the grounds..." Now why did he say that? He didn't need an odd-job boy around the grounds at all. He watched the thin face light up. There was something more. Oh yes.

"But first," he said sternly, "we've got to have a talk about this thing tonight. Sit down here. You may go, Stevens. You see, Chuck, society..."

"Well, that's taken care of," said Abby peacefully. "We've got to leave. You stay to get the final record," she said to the man. "They'll want to see it." He nodded.

Abby and Emmie moved to the other side of the room.

"They'll both be all right now," Emmie smiled tenderly.

"Come Emmie. Don't dawdle. We've just time to straighten out that wedding," said Abby.

And together the two faded through the window and became a part of the night.

GREEK AND LATIN IN COLLEGE CURRICULA

JOHN E. ROSS

ONE OF The changes in college curricula has been the lessening emphasis upon the study of the classics in literature and language. R. Freeman Butts discusses the historical setting of this change in his recent book The College Charts Its Course. Mr. Butts places an emphasis upon two aspects of this condition in education: "the origins of the traditions that a liberal education should be predominantly linguistic and literary in character," and "the rapidly changing social and intellectual conditions of the nineteenth century weakened this conception of a liberal education in the American college and gave rise to many innovations among which the elective system was perhaps most representative.” A study of the historical back-
ground of this subject reveals that the decline of Greek and Latin has been a long and slow process which has been stimulated in more recent years by the industrial age in which we live.

In the classic age of Louis XIV Antoine de Lamotte, a popular philosopher, undertook to evaluate anew all traditional literature and time-honored studies. He rewrote Homer in the enlightened concept of his idea of the way Homer should have been written; and he emphasized and sustained the theses that dead languages cannot form the living mind, that modern literature is superior to the literature of Greece and Rome, and that translations are equally as good as the originals. Paul Shorey in his monograph “The Assault on Humanism” has aptly pointed out the foregoing emphasis and, in addition, the fact that some one hundred years later Rousseau said, “I count the study of languages among the inutilities of education.” These are statements of the struggle of the past, and that contest in the psychology and the philosophy of education continues today.

Much of the more recent philosophy of education has held the thesis that “science is the knowledge best worth having.” This has been the emphasis of the age in which we live. The result of this contention has been to place science and the classics in opposition to each other in an array of argumentative material which frequently has clouded the issue and emerges in a consciousness that the real enemy of science is the so-called psuedo-science rather than Greek and Latin.

There is another aspect of this subject which has influenced the use of the classics. Mr. Shorey states it like this: “What is expected in a plea for classical studies is a gentle depreciation of the utilitarian and commercial spirit of the age, and wistful emotional appeals to an idealism that soars beyond all practical reference to actual educational conditions and all narrow scrutiny of the adversary’s logic. “The idea that classical languages do not lend themselves to the furtherance of the progress of a utilitarian and commercial age has been most prevalent. Many students complain against any language requirement regardless of the language. The College of Business Administration at Butler does not require foreign language for graduation and in the background of all of this appears the cry of hopeful parents that their children will be prepared for a big “job” and to “make money” when the college course is finished.

However, the interest in the classics still exists and presents them again for re-evaluation in the light of the philosophy of our day. It may be that those studies which lend themselves more readily to cultural education in the arts will have a new importance in generations to come, and that their study and discipline may lift the moral and intellectual level of the world of tomorrow.