

# Latin in the Homeschooling Community

Christine Hahn

## ABSTRACT

This paper presents the findings of a 2011 survey of 349 parents who include Latin in their homeschools. The survey gathered basic information regarding family size and makeup, participation in various homeschooling trends, and the duration of prior Latin study among homeschooling parents. Tabulated information includes reasons for Latin study and a summary evaluation of all Latin textbooks used by respondents. Topics discussed include the classical education model, its effects on the motivations and practices of home educators who possess minimal Latin training, and the possibility of positive outcomes related to this development.

## KEYWORDS

Latin, homeschool, survey, pedagogy, classical education, homeschool Latin textbooks, why Latin, reasons for Latin study, Latin grammar

## INTRODUCTION

Previous discussions regarding the history of Latin teaching have focused primarily on Latin teachers, both as individuals and as a professional group (Kitchell). However, the increased popularity of homeschooling in the United States has, for some students, upended the traditional system of Latin learning and placed the homeschooling parent, often with minimal formal Latin training, in the role previously occupied by the professional Latin teacher. Professional Latin teachers are rightly curious about these new developments. After all, we have dedicated our careers to teaching Latin, we love Latin literature, and we spend much of our time fighting the idea that Latin is a boring and dead language. For some, the arrival of a vocal contingent of non-Latinist teachers is nothing short of disturbing. While anecdotal evidence is plentiful, there appears to be no data available on this topic outside of National Latin Exam scores.<sup>1</sup> This article presents the findings of a 2011 survey of home educators who teach their children Latin. It explores the ways in which the classical education movement influences both the motivations and practice of home educators and provides a framework for viewing these developments in a generally favorable light.

## SURVEY METHOD

Data was collected via an online survey created at [Quia](#). The survey was available for ten days in June 2011. Respondents were solicited from 1) the author's personal and professional network in the homeschooling community,<sup>2</sup> 2) online support groups for homeschooling parents who

<sup>1</sup> In 2012, the mean score among homeschooled students was 4-7 points higher than that of traditionally-educated students in all levels of the National Latin Exam, with the exception of the Introductory level, where the mean for both groups was 31 (National Latin Exam). While this issue is intriguing and worthy of further study, it is not the focus of this article.

<sup>2</sup> The author homeschooled her own children for five years. She is also the owner of Latin for Homeschoolers, an online company that provides Latin tutoring and teaching services to homeschooled and traditional students. While survey responses were anonymous, it is likely that the survey group may have included some of the author's current or former clients.

teach Latin, 3) students of teachers who learned about the survey via the Latinteach list-serve, and 4) readers of the Latin for Homeschoolers blog. A total of 349 responses were collected.

The survey questions were designed to provide insight into the most basic questions asked by traditional Latin teachers about homeschool Latin teachers. These questions fall into three general categories: demographics (1-7), methods (8-9), and motivations (10).<sup>3</sup>

The online nature of the survey had some limitations. All of the respondents were people who were actively involved in online support groups, or who at least checked their email on a regular basis during the survey period. Thus, the survey excluded all Latin-teaching homeschool parents who do not participate in online support groups. It also excluded those who did not access the internet regularly during the survey period, as a result of personal preference, socioeconomic status, or other unknown factors.

In addition, the social networking aspect of online support groups skewed the results of the survey. While the survey did not ask where respondents learned of it, members of the support group affiliated with *The Well-Trained Mind* openly discussed the survey online, and often posted publicly when they completed it. Other members of the group, upon seeing these postings, then went on to take the survey themselves. This activity was unique to *The Well-Trained Mind* group. Thus, it is possible that a disproportionately large number of respondents were from this group. Given the self-selecting nature of online support groups, it is also possible that members of each group may have shared the same general demographic characteristics, experiences, and opinions about Latin study in their homeschools.

## SURVEY QUESTIONS AND RESULTS<sup>4</sup>

### *Demographics*

*Question 1: How many children ages 18 and under currently reside in your household?*

Families in the survey were larger than the typical American family. American families with children under the age of 18 have an average of 1.86 children (U.S. Bureau of the Census). The average number of children among survey households was 3.21, and nearly one third of all respondents (32.65%) had four or more children (see Table 1<sup>5</sup>). The largest reported families had eighteen children in the household.

*Question 2: In which grade did this student start studying Latin?<sup>6</sup>*

*Question 3: What is the age of the youngest student in your homeschool?*

In general, the data indicate that students in these households begin their Latin studies in the early elementary years (see Fig. 1, next page, and Table 2). Students most commonly began Latin studies in third grade, and the number of students who started in first grade (49) was more than four times that of students who started in ninth grade (11). In fact, three-quarters of all re-

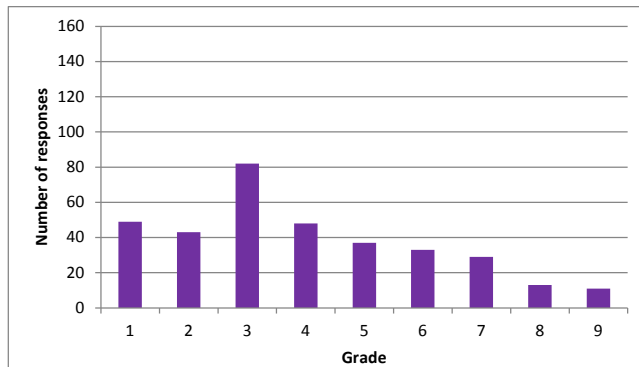
<sup>3</sup> The survey was initially written as a list of top 10 questions professional Latin teachers ask the author when they learn that she works primarily with homeschool families. Thus, some of the questions asked could conceivably fall into more than one category.

<sup>4</sup> For the purposes of organization and clarity, question numbers in this article do not correspond to the order in which the questions were asked in the actual survey. The wording of the questions themselves remains the same. Also, the survey included additional questions that are not discussed or listed in this article. The actual survey may be found in Appendix 1.

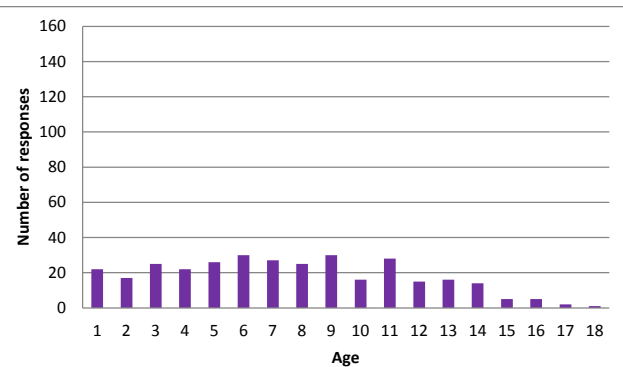
<sup>5</sup> All Tables may be found in Appendix 2.

<sup>6</sup> It was impractical to require parents of multiple children to complete the survey multiple times. Thus, respondents were instructed to “answer this question for your student who studied LATIN for the LONGEST amount of time in your homeschool” for all questions that referred to “this student.”

spondents reported that they began Latin studies before middle school (by the fifth grade) (Table 2). Additionally, while they may not be specifically studying Latin, 32% of respondents reported that the youngest student in their homeschool was five years or younger, with 22 families reporting children as young as one year were included in their homeschool (see Figure 2 and Table 3).



**Figure 1** – Grade in which Latin study began.

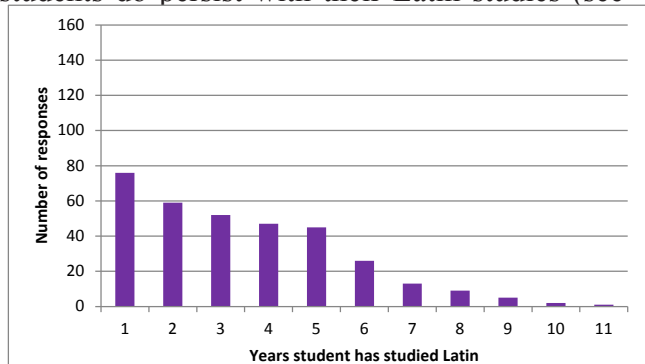


**Figure 2** – Age of Youngest Child in Homeschool.

*Question 4: For how many years did this student study Latin?*

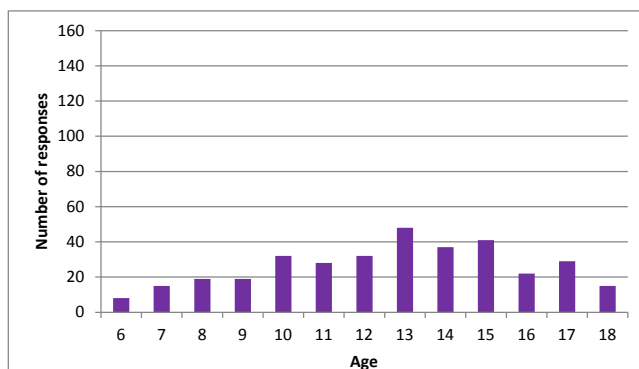
*Question 5: What is the age of the oldest student in your homeschool?*

While more respondents reported that their students had studied Latin for a single year than any other duration, the data suggests that students do persist with their Latin studies (see Figure 3 and Table 4). More than three quarters of respondents reported that their student had already gone on to at least a second year of Latin. The average duration of Latin studies was 3.46 years. For 200 of the 335 (59.7%) people who answered this question, students had studied Latin for three or more years, and 30.1% had studied for five or more years. It should be noted that responses included students still engaged in Latin studies, and do not necessarily reflect the *expected* total number of years of Latin study.



**Figure 3** – Years of Latin study.

Interestingly, there is a marked decline in responses after five years of study. There could be a number of reasons for this. Parents may have completed their chosen textbook series and feel



**Figure 4** – Age of oldest child in homeschool.

that their students satisfied their goals in studying Latin. Other students might have interrupted their Latin studies due to a move from the homeschool to a more traditional school environment. Notably, the age of the oldest student in respondents' homeschools peaks at 13, with a noticeable decline and fluctuation in the high school years (see Figure 4 and Table 5).

*Question 6: Select the number of years (1-9) that you studied Latin prior to becoming a homeschooling parent*

Latin homeschooling parent-teachers are frequently learning along with or just ahead of their students due to a lack of formal Latin training. The survey asked respondents to select the number between 1 and 9 that corresponded to the number of years they had studied Latin. Only 66 respondents, less than one-fifth, reported two or more years of Latin study; 153 reported one year of Latin study (see Table 6).<sup>7</sup>

### ***Methods and Resources***

*Question 7: Please select all descriptions appropriate to your homeschooling experience.*

One of the most common questions asked by people who are curious about homeschooling is: how do they do it? When asked “how do you homeschool,” home educators typically respond with explanations that deal with both philosophy and structure. In casual conversation, common responses are “we’re unschoolers,” or “we are classical Christians,” or “we use a curriculum from (source A),” or “we go to co-op every Monday,” etc. The survey asked respondents to select from a list of eight homeschooling approaches all descriptions that matched their experience.

<b>Description</b>	<b>Percentage of respondents choosing description</b>
Classical Christian	62.5%
Classical (secular)	33.0%
Eclectic	41.0%
Publicly funded (ie, online charter school)	4.0%
Umbrella organization (parents teach; organization provides transcripts)	7.4%
Teacher-led cooperative	7.2%
Parent-led cooperative	22.1%
Unschooling	5.2%
None of the above	0.9%
(Note that responses do not total 100%, as respondents could select more than one description)	
<b>Table 7 – Categories of Homeschooling</b>	

The survey did not provide definitions or explanations for these categories, because they are generally understood by homeschooling veterans. A brief description of each category is included here for the benefit of the professional educator who may be unfamiliar with these trends.

<sup>7</sup> It should be noted that the survey tool did not allow for the number zero as an option. In other free response sections of the survey, some respondents with no previous Latin experience reported that they had selected 1, the lowest possible number. Other respondents stated that they had simply left the question blank. This question had 129 blank responses, an unusually large number in relation to the rest of the survey. It is likely that most respondents have had little, if any, formal Latin training.

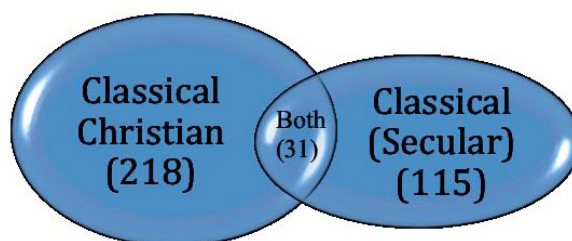
- **Classical (secular).** For the sake of brevity, the term “classical education” in our discussion will refer to the idea as explained here by Susan Wise Bauer, author of *The Well-Trained Mind*:

*Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the trivium.”* (Bauer, “Classical Education”)

The stages of the trivium are commonly known as grammar (early elementary), logic (middle school), and rhetoric (high school). This topic is discussed in greater detail below.

- **Classical (Christian).** This refers to home educators who teach their children according to the stages in classical education, but reject the pagan content involved in the teaching of mythology and many other aspects of ancient culture.
- **Unschooling.** The unschooling home educator provides opportunities for learning to happen organically and support the student as he decides which areas of study are most relevant to his interests. This is generally considered to be the least structured form of education.
- **Eclectic.** Eclectic home educators are those who do not subscribe to a particular teaching style or system. They freely pick and choose from materials and methods based on the needs of individual students and the subject matter being studied.
- **Parent-led cooperative.** This refers to a group of home educators who pool their resources to offer group learning experiences. Classes are taught either by parents themselves or by subject-area experts. Classes usually meet on a regular basis, and students are often assigned homework to be completed independently. While some cooperatives are very flexible and informal, others are very similar to traditional schools, complete with schedules, administrators, and governing boards.
- **Teacher-led cooperative.** Teacher-led cooperatives are formed when subject-area experts offer group learning experiences for homeschooled students. Unlike parent-led cooperatives, teacher-led cooperatives are usually founded, organized, and managed by teachers, rather than the homeschooling parents themselves.
- **Umbrella organization.** Students are enrolled in an umbrella organization, which is often an accredited institution. While home educators are responsible for day-to-day teaching, the organization either provides a standard curriculum, or guidelines regarding curriculum, as well as assessments and transcripts.
- **Publicly Funded.** This refers to home educators who receive public funding for any portion of their children’s education, often via an online charter school. Some of these arrangements allow home educators to select their own books and materials, others require that they use a standard curriculum.

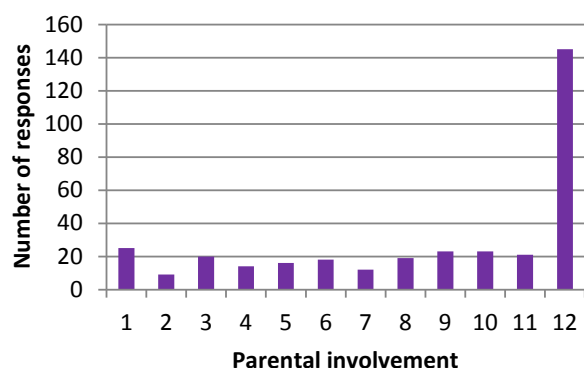
While three respondents declined to place themselves in any of these categories, 346 respondents placed themselves in a total of 610 categories. This averaged out to 1.75 categories per respondent. The top three categories selected were classical (Christian), eclectic, and classical (secular). The categories that contained the word “classical” were selected a total of 333 times.<sup>8</sup> Figure 5 shows the overlap of Christian and secular in these selections.



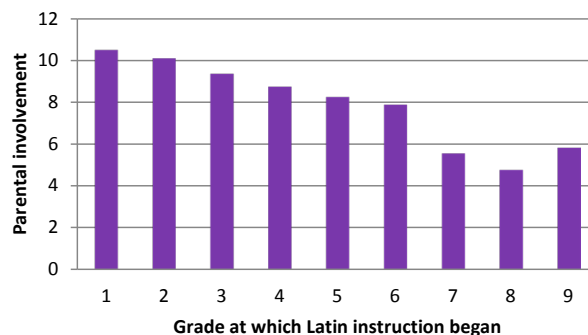
**Figure 5** – Breakdown of Classical (Christian) and Classical (secular) responses.

*Question 8: How active were you in teaching Latin to this student? (1 - outsourced all instruction; 12 - parent taught everything)*

The survey asked parents how active they were in Latin instruction on a scale of 1 (outsourced all instruction) to 12 (parent taught everything). Of the 345 people who answered this question, 145 (42.03%) reported that they alone were involved in their child’s Latin instruction (see Figure 6, Table 8). Approximately 30% (102) ranked themselves 6 or below, indicating that they had outsourced more than half of Latin instruction in their home schools; 25 respondents outsourced all Latin instruction entirely.



**Figure 6** – Parent Involvement Rating (1-outsourced all; 12-parent taught all).



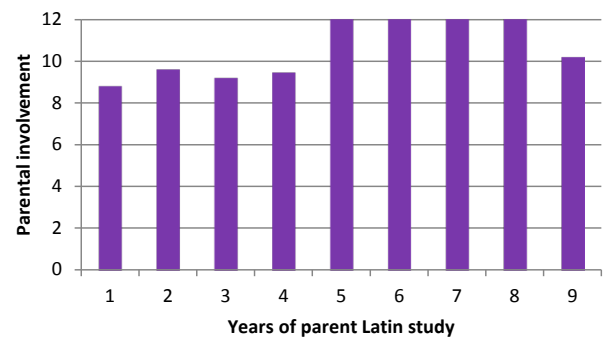
**Figure 7** – Parent involvement in Latin teaching by grade in which Latin instruction began (1-outsourced all; 12-parent taught all).

While parents of students who begin Latin study after sixth grade are still involved in their children’s Latin teaching, parents who reported beginning Latin instruction in seventh, eighth, or ninth grade all had an average score of parental involvement below 6, suggesting that they were responsible for less than half of Latin instruction (see Figure 7, Table 9).

<sup>8</sup> 31 respondents classified themselves as both classical (secular) and classical (Christian) (Fig. 5). It is possible that some Christians who are classical education proponents are comfortable with the study of mythology and ancient culture.



Unsurprisingly, parents with less Latin training are more likely to outsource some portion of Latin teaching than parents with more Latin training (see Figure 8, Table 10). Those with five years or more of Latin training were least likely to outsource, and those who claimed only one year of training or who left the question regarding training blank were most likely to outsource.



**Figure 8** – Parent involvement in Latin teaching by years of prior parental Latin study (1-outsourced all; 12-parent taught all).

*Question 9: List the Latin textbooks you have used, and your general opinion of each of them.*

To identify which Latin textbooks homeschoolers were utilizing, respondents were asked to list the textbooks they had used. Forty-one different resources were listed 844 times, with an average of 2.42 resources per participant. Respondents were also asked to give their general opinion of each. This free response question was designed to evaluate the resources used to teach Latin in the homeschooling community. Each response was individually analyzed, and ratings were assigned to books according to the general criteria in Table 11.<sup>9</sup>

Rating	Criteria	Sample Responses
Positive	Evaluation contained only positive elements.	"...wonderful, rigorous." "...challenging but fun..."
Negative	Evaluation contained only negative elements.	"Fairly pointless." "I hated it."
Neutral	Evaluation contained both positive and negative elements OR evaluation was noncommittal.	"...okay." "...love it, but too difficult..." "dry, but gets to grammar and vocab."

**Table 11** – Criteria Used to Provide Textbook Evaluation Ratings

Table 12, on the next page, shows the results. As one would expect, most of the cited textbooks are targeted at the homeschooling market. One publisher, Memoria Press, was dominant in the survey, with three of the four most popular texts as well as additional products on the list. The most commonly cited traditional series was Cambridge Press's *Minimus* and *Cambridge Latin Course*, which also appeared to be well-received. Elementary level texts were also most cited; the most commonly cited secondary text, Memoria Press's *Henle Latin*, had fewer than half the citations as the most commonly cited elementary text, Memoria's *Latina Christiana*. In keeping with the trend of beginning Latin instruction early in the homeschool, some products, notably *Prima Latina* and *Song School Latin*, are aimed at students as young as four or five years old. The most positively reviewed texts in the survey with at least ten mentions were *The Big Book of Lively Latin*, self-published by homeschooler and educator Catherine Drown; *First Form Latin* by Memoria Press; *Getting Started with Latin* by Armfield Academic Press; *Latin Alive* and *Song School Latin*, both from Classical Academic Press; and Pearson's *Ecce Romani*.

<sup>9</sup> Individual textbooks within a series were listed under the name of the series, instead of the textbook name. For example, *Latina Christiana 1* or *Latina Christiana 2* were both tabulated as *Latina Christiana*.

Textbook	Publisher	Total	Positive	Negative	Neutral
Latina Christiana	Memoria	125	48	28	49
Prima Latina	Memoria	109	59	10	40
Latin for Children	Classical Academic	64	42	5	17
Henle	Memoria	61	31	4	26
Minimus	Cambridge	57	36	3	18
Cambridge Latin Course	Cambridge	48	28	3	17
Wheelock	HarperCollins	41	22	4	15
Big Book of Lively Latin	self (POD)	37	27	1	9
Lingua Latina	Focus	37	22	3	12
Song School	Classical Academic	36	28	2	6
First Form Latin	Memoria	34	25	1	8
Getting Started with Latin	Armfield Academic	24	17		7
Latin Alive	Classical Academic	24	17	1	6
Latin Prep	Galore Park	21	14	2	5
Ecce Romani	Pearson	19	13	2	3
Latin Primer	Canon	13	5	4	4
Latin's Not So Tough	Greek 'n Stuff	13	1	10	2
Oxford Latin Course	Oxford	10		2	8
The Latin Road to English Grammar	Schola	8	4	2	2
Lingua Angelica	Memoria	7	3	1	3
Jerney Latin	Prentice-Hall	6	6		
Latin in the Christian Trivium	XL Group	6	2	2	2
Artes Latinae	Bolchazy-Carducci	5	4	1	
Latin for Americans	McGraw-Hill	5	1	1	3
Rosetta Stone Latin	Rosetta Stone	4	1		3
Visual Latin	The Compass Store	4	2		2
Latin for the New Millennium	Bolchazy-Carducci	3	1		2
Matin Latin	Canon	3	1	1	1
So You Really Want to Learn Latin	Galore Park	3	2	1	
Bella Italia	(unidentified)	2	1		1
Classical Conversations	Classical Conversations	2			2
English from the Roots Up	Literacy Unlimited	2	1		1
I Speak Latin	Quidnam	2	2		
Ludere Latine	Memoria	2	2		
Power-Glide Latin	Power-Glide	2	1	1	
D'Ooge Latin for Beginners	(various)	1	1		
The Great Latin Adventure	Classical Legacy	1			1
Latin Is Fun	Amsco School	1		1	
Logos Latin	Canon	1	1		
Schola Latina	Schola Latina	1	1		
<b>Total</b>	—	844	472	96	275

Table 12 – Textbook Evaluation Results, Organized by Number of Evaluations.



### Motivations

The survey asked respondents the free-response question: “*Why did you include Latin in your homeschool?*” Every response was individually analyzed, and all reasons provided were organized into the general categories provided in Table 13. The process of categorization was to some degree interpretive. However, use of a multiple choice or multiple select question format might have skewed the answers by providing reasons that participants had not previously considered. Thus, these formats were rejected in favor of the free-response question, despite the resulting difficulties in quantifying and measuring the results. Table 14 provides a few sample responses and the ways they were categorized. In all, participants listed a total of 17 different reasons for Latin study. The top three most commonly mentioned reasons were related to English grammar, English vocabulary, and logic/critical thinking skills.

Reason	Number of Mentions
English Grammar	146
Vocabulary	145
Logic/Critical Thinking	110
Foundation for Language Learning	94
History/Culture	58
Classical curriculum	54
Mental Challenge/Discipline	42
Romance Languages	36
Science/Medicine	34
Literature	34
Fun	28
Religious	27
SAT/Standardized Tests	16
Law	9
Bragging Rights	8
No Speaking	7
Required	5
<b>Total</b>	<b>853</b>

**Table 13** – Reasons for Latin Study, Sorted by Number of Mentions.

Response	Sample Categorization
“I believe it is essential in learning the basics of English and other languages and aids a student in language development, literature, history, science, and other academic subjects.”	English Grammar Science/Medicine History/Culture  Literature
“To increase vocabulary and grammar skills, and over-all thinking skills.”	Vocabulary English Grammar Logic/Critical Thinking
“To prepare my children for science careers.”	Science/Medicine
“Because it is the basis of many modern languages.”	Foundation for Language Learning
“Required foreign language...Latin is a good root/base language for all other languages ...ACT/SAT score improvement... for vocabulary....”	SAT/Standardized Tests Vocabulary Foundation for Language Learning Required
“grammar, brain training, vocabulary, foundation for studying Romance languages later on....”	Romance Languages Vocabulary English Grammar Logic/Critical Thinking

**Table 14** – Sample Responses and Categorization.

## DISCUSSION

*Influence of Classical Education Model in Study Group*

The data indicate that a large portion of the study group subscribes to a view of classical education that values Latin study for utilitarian purposes. In addition, this utilitarian approach enables non-Latinists to teach their children Latin for at least some period of time.

Given that our study group consisted of parents who teach Latin in their home schools, it is not surprising that the overwhelming majority of respondents described their homeschools as classical (Christian), classical (secular), or some combination of the two (see Table 7 and Figure 5). It is easy to see how Latin study, with its multitude of facts to be “absorbed”— grammar charts, semantic categories, and vocabulary lists – fits neatly into the grammar stage of the trivium. In the middle grades, the application of grammatical rules through English to Latin translation allows for logic or argument practice. At the high school level, students can express themselves, presumably via Latin composition, or can read models of rhetorical sophistication and emulate them in their essays in English.

Not only does Latin study help to develop the mind in accordance with the trivium pattern, it also teaches English grammar and vocabulary. Here is Cheryl Lowe, author of *Latina Christiana*, on the topic:

*The study of Latin is a complete education in that it develops the intellectual powers of the mind and, at the same time, develops English language skills far more effectively than English grammar, thus achieving the two most important goals of education at the same time. (“Latin & Math”)*

Our survey group generally indicated agreement with both Bauer and Lowe. Indeed, English grammar, vocabulary, and logic/critical thinking skills were the three most commonly listed as reasons for Latin study in our survey (see Table 13). As one respondent stated,

*Latin allows us to have a deep understanding of our own language - by examining its grammatical structure, its vocabulary, its derivation, and its form. One would not take out their (sic) own eye to examine it if one was interested in learning about the eye. Why do we use our own language to examine its structure?*

This emphasis on the usefulness of Latin as a vehicle for understanding English was a recurring theme in the survey comments.

Appreciation for Latin’s usefulness in understanding English grammar and vocabulary is neither new nor unique to the homeschooling community. Professional Latin teachers, both individually and as a group, have, for decades, pointed to this benefit as a justification for the inclusion of Latin in our modern educational system (Kitchell). Even now, the NCLG promotes, along with cultural awareness, increased reading comprehension and vocabulary improvement as valid reasons for Latin study (Lindzey).

The classical education model, on the other hand, is unique in the supposition that training in logical thought and understanding English are the primary benefits of studying Latin, and any other benefits, including the ability to read Latin literature or communicate in Latin, are secondary, if not irrelevant. Taken to its most extreme, this approach allows some proponents to reject the reading of Latin literature while simultaneously promoting the study of Latin. Again, we turn to Bauer:

*In the end I hold to Latin as one of the best possible tools for shaping English language skills—analogue to the five-finger exercises that make it possible to play an immense variety of piano compositions....I've seen both of my older boys improve immeasurably in their writing since studying Latin—which is, for me, the proof of the pudding. Frankly I have no real desire for them to read Latin literature, which is primarily derivative and (in my opinion) second-rate. Certainly I do not want them to join a cultural elite which holds itself apart from “the rest” (those would be the ones Christ tells us to love, right?) I do want them to handle their own language with perfect ease, and Latin (which I studied myself for years) has proved a first-rate tool for this purpose. But not the purpose itself. (“So Back to School”)*

In our survey, reading ancient authors in the original language was mentioned as a reason for Latin study by only 34 respondents, which was on par to mentions of usefulness in the fields of science and medicine, but still slightly behind mental challenge/discipline, which was mentioned 42 times. Additionally, seven participants explicitly mentioned the lack of a speaking requirement as reason, and no respondents mentioned a desire to communicate in Latin, either orally or otherwise (see Table 13).

The age at which Latin study begins and the amount of Latin education on the part of the home educating parent are two factors that might contribute to the outsized emphasis on utilitarian reasons for Latin study in our survey group. As noted previously, over 60% of survey respondents started teaching Latin in fourth grade or younger, and over 50% of students discussed in the survey had been taking Latin for less than four years (see Tables 2, 4). It could be that those who teach younger students are more concerned with teaching the fundamentals of reading and writing in English than the long-term goal of reading or teaching Latin literature. Indeed, the only portion of our survey group in which logic/critical thinking was absent from the top three reasons for Latin study were households where students started Latin after 7<sup>th</sup> grade (see Table 15).

### ***Teaching Methods***

As noted above, the first stage of the trivium is the study of facts during the early elementary years. During this time that students' minds are most receptive to copious amounts of memorization. In the words of Dorothy Sayers, whose essay, “The Lost Tools of Learning,” is a seminal document for classical education proponents:

*Latin should be begun as early as possible—at a time when inflected speech seems no more astonishing than any other phenomenon in an astonishing world; and when the chanting of “Amo, amas, amat” is*

*as ritually agreeable to the feelings as the chanting of “eeny, meeny, miney, moe.”* (Sayers)

On average, survey respondents initiated Latin study near the end of third grade; 259 respondents started prior to sixth grade. This included the 49 students who started as early as first grade (see Table 2). In general, the data indicate that students in these households begin their Latin studies in the early elementary years. Students in homeschools identified as classical generally started in Latin earlier (grade 3.9) than their peers in homeschools that weren’t identified as classical (grade 4.6). In all, 46.84% of respondents reported using at least one resource marketed towards homeschooled students in grades K-3 (see Table 12).

By both focusing on low-level memorization and initiating the commencement of Latin study at a very young age, the classical education approach compensates for the lack of formal Latin training on the part of the homeschooling parent. Since students at this age are often still learning to read and write, the demands placed upon the teacher are largely related to the age of the student, not the difficulty of the subject matter. For example, Classical Academic Press’s Song School Latin emphasizes memorization of vocabulary, but forgoes the grammar charts for the time being. This program focuses on “seasons, body parts, food, animals and common greetings.” Vocabulary is learned (memorized) through age-appropriate songs and jingles, such as those found here: [http://www.classicalacademicpress.com/images/samples/ssl\\_sample.mp3](http://www.classicalacademicpress.com/images/samples/ssl_sample.mp3) (“Song School Latin Sample”).

When Latin grammar is introduced, the home educator’s main task is to facilitate memorization of charts and vocabulary lists *in vacuo*. Often, students spend years reciting charts before they learn their application or meaning. Consider, for example, the treatment of nouns in *Prima Latina* and *Latina Christiana*, two of the most popular textbooks for the youngest homeschooled students. A first grade student will begin his Latin studies with *Prima Latina*, in which he will chant and memorize first declension noun endings. His mother will instruct him that noun endings are facts to be learned now, with the understanding that their usage and application will follow later (L. Lowe). In second grade, he will move on to Memoria Press’s *Latina Christiana I*. Here, he will continue to chant all the first declension noun endings. He will also learn that nouns in the nominative case are subjects or predicate nominatives. In his third year of Latin study, this student, using *Latina Christiana II*, will learn the use of the accusative case and encounter a Latin sentence that contains a direct object. This process, which may seem tedious and inefficient to the professional Latin teacher, ultimately enables a parent to teach Latin to her child for a few years with little, if any, prior Latin training of her own.<sup>10</sup>

Indeed, as Figure 7 above indicates, students who start Latin in the first stage of the trivium (the facts stage) are more likely to have a parent solely responsible for Latin instruction than students who start Latin in later grades. What happens when students inevitably move past the early stage of memory work? It appears that parents with less than five years of Latin training are likely to get some sort of outside help for Latin teaching (see Figure 8).

<sup>10</sup> Of the 70 participants who used both *Prima Latina* and *Latina Christiana*, only four reported having three or more years of Latin training.

### CONCLUSION

There are several reasons to be encouraged by the increased study of Latin in the home-school population. First, mastery of morphology and vocabulary, in and of itself, is not intrinsically harmful to Latin study. Classical education proponents might even go so far as to argue that their model of Latin teaching is superior to any other, and that methods which appear tedious and inefficient are in fact deliberately systematic and thorough. Many professional Latin teachers, especially those inclined towards the grammar-translation method, would agree that no amount of grammar practice is too much, and that more vocabulary study is always better than less.

Second, emphasis on memory work *in vacuo* is the beginning, not the end, of the Latin experience for many students. Consider the case of *Henle First Year Latin*, the most popular high school level textbook in our survey (see Table 12). Here, Memoria Press's website promotes the benefits of Henle:

*A basic vocabulary of about 1500-2000 words is necessary to begin reading real Latin authors. Most texts try to teach both grammar and a good portion of this vocabulary in their first year texts, resulting in a course of study which overwhelms the beginning student, regardless of age. Their large vocabularies are used sporadically in the exercises and so the student becomes frustrated by the constant necessity of looking up infrequently used words. The Henle Latin I has a limited vocabulary of about 500 words. Vocabulary words are introduced only as the exercises can support them, and they are used in repetitive expressions. They become a frequent and integral part of the text--in other words, a real usable vocabulary. The Henle approach of a limited vocabulary is much more realistic for those of us who are trying to teach and learn Latin. It is better to get through Latin grammar with a smaller but usable vocabulary than to not get through it at all. (C. Lowe, Memoria Press - Henle Latin: the Next Best Thing to a Real Latin Tutor)*

*Henle* purportedly dispenses with the goal of reading "real Latin authors" in order to allow the student to "get through Latin grammar." The marketing language notwithstanding, *Henle* is a solid textbook series. In addition to copious amounts of grammar drills, it also contains extensive reading passages. Students who complete *Henle Second Year Latin* read both highly adapted and unadapted passages of Caesar. A student working his way through *Henle* for the purposes of "getting through grammar" simply cannot avoid reading Latin, especially if he has access to resources – human or electronic – that can help him through the later stages of Latin.

Third, the existence of an open and dynamic marketplace outside that of the traditionally closed academic system has encouraged the development of more Latin-related products and services. In addition to the 41 different textbooks reviewed by survey participants in Table 12, Latin students now have access to traditional tutors, online tutors,<sup>11</sup> live online classes,<sup>12</sup> recorded online

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<sup>11</sup> See note 2.

<sup>12</sup> Many survey respondents reported having taken online classes at Lukeon and Lone Pine Classical Academy.



instruction with self-teaching modules,<sup>13</sup> streaming instructional videos,<sup>14</sup> instructional DVDs<sup>15</sup> and self-teaching software.<sup>16</sup> Some of these offerings are better than others; we will undoubtedly see improvements as the market grows and matures. The increased accessibility of more and better resources for teaching and learning Latin will ultimately benefit students in both the homeschool and traditional communities, especially given the possibility of a future shortage of Latin professional teachers.

Finally, most people agree that children are more likely to succeed when parents not only value education, but also take active steps to support their children academically. Homeschooling parents who teach Latin to their children, despite their own lack of training in the subject, clearly fall into this category. Furthermore, National Latin Exam data suggest that at least some homeschooled students who study Latin succeed at the intermediate and advanced levels of Latin study.<sup>17</sup>

I am hopeful that this survey is only the first step in learning about the state of Latin in the homeschool community. There are many possibilities for further research on the topic: the relationship between various Latin textbooks (homeschool or traditional) and student achievement in Latin; whether or not traditional textbooks can be modified or supplemented in order to better accommodate the home educator with little Latin education; what, if any, measurable factors contribute to the higher National Latin Exam scores of homeschooled students; the relationship, if any, between the home educator's prior Latin education and student achievement in Latin; differences in motivations, methods, and materials used by classical and non-classical home educators; and finally, a long-term study following a large sample of homeschooling families from the beginning to end of their Latin teaching journey. The history of Latin teaching is far from complete, and this is a chapter worthy of more discussion and investigation.

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<sup>13</sup> [http://www.dl.ket.org/courses\\_latina.htm](http://www.dl.ket.org/courses_latina.htm) is but one example.

<sup>14</sup> E.g. <http://www.visuallatin.com>.

<sup>15</sup> Almost all major publishing houses in the homeschool market offer instructional DVDs to accompany their textbooks.

<sup>16</sup> E.g. Artes Latinae, Rosetta Stone, and Powerglide.

<sup>17</sup> See note 1.



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## APPENDIX 1: SURVEY

11/19/12

Quia - Worksheet



www.quia.com

Name \_\_\_\_\_

Date \_\_\_\_\_

**Latin in the Homeschooling Community Survey**

The data gathered in this short survey will be presented to professional Latin teachers at the 2011 American Classical League convention. Thank you for helping to educate them about Latin in the Homeschooling Community!

IMPORTANT: Contact [christine@latinforhomeschoolers.com](mailto:christine@latinforhomeschoolers.com) with questions, or if you would like to be informed when the results are published.

-Christine Hahn  
[www.latinforhomeschoolers.com](http://www.latinforhomeschoolers.com)

1. Please select all descriptions appropriate to your homeschooling experience.

- ☐ classical (secular)
- ☐ classical Christian
- ☐ unschooling
- ☐ eclectic
- ☐ publicly funded (ie, online charter school)
- ☐ parent-led cooperative
- ☐ teacher-led cooperative
- ☐ umbrella organization (parents teach; organization provides transcripts)
- ☐ none of the above

2. Please select the numbers that most closely correspond to your current homeschooling situation.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N/A	
<b>How many children ages 18 &amp; under currently reside in your household?</b>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	<input type="radio"/>
<b>What is the age of the oldest student in your homeschool?</b>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	<input type="radio"/>
<b>What is the age of the youngest student in your homeschool?</b>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	<input type="radio"/>
<b>How many years have you been homeschooling?</b>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	<input type="radio"/>
<b>Number of adults in your household who are employed outside the home.</b>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	<input type="radio"/>
<b>Number of</b>																				

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Quia - Worksheet

adults other  
than parents  
who are  
involved in  
homeschooling  
your children  
(ie,  
teachers/tutors,  
etc).

1 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 18 ☐

3. Why do you include Latin in your homeschool?

4. Please answer this question for your student who studied LATIN for the LONGEST amount of time in your homeschool.

	1	2	3	4	5	6	7	8	9	10	11	12	N/A
In which grade did this student start studying Latin?	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
For how many years did this student study Latin?	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
How many hours a week did this student study Latin? (Include class time and independent study)	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
Please rate this student's enthusiasm for Latin (1-hated it; 12-loved it)	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
How active were you in teaching Latin to this student? (1 - outsourced all instruction; 12 - parent taught everything)	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
How satisfied were you as a parent with this experience (1- hated it; 12 - loved it!)	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
How satisfied were you with this student's Latin textbook(s)?	1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>
How likely is it that this student will study Latin during the next													

11/19/12

Quia - Worksheet

**academic year (1-not  
likely; 12-very likely)**

1 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 12 ☐

5. Please list the Latin textbooks you have used, and your general opinion of each of them.

6. These questions should be answered by the parent who is primarily responsible for homeschooling in your household.

**Number of years you studied Latin prior to  
becoming a homeschooling parent**

**Your enthusiasm for Latin as an academic  
subject. (1-hate it; 9- love it)**

**Your enthusiasm for teaching Latin yourself (1-  
hate it; 9- love it)**

**Number of hours a week, including grading, that  
you personally spend preparing to teach Latin.**

**Number of hours per week you personally teach  
Latin.**

1	2	3	4	5	6	7	8	9
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX 2: TABLES

Number of Children	Number of Responses	% of Responses
1	50	14.58%
2	104	30.32%
3	77	22.45%
4	47	13.70%
5	24	7.00%
6	22	6.41%
7	9	2.62%
8	4	1.17%
9	2	0.58%
10	1	0.29%
12	1	0.29%
18	2	0.58%
<b>Grand Total</b>	<b>343</b>	<b>100.00%</b>

Table 1 – Number of Children Under 18

Grade	Number of Responses	% of Responses
1	49	14.20%
2	43	12.46%
3	82	23.77%
4	48	13.91%
5	37	10.72%
6	33	9.57%
7	29	8.41%
8	13	3.77%
9	11	3.19%
<b>Grand Total</b>	<b>345</b>	<b>100.00%</b>

Table 2 – Grade in Which Latin Study Commenced

Age—Youngest Child	Number of Responses	% of Responses
1	22	6.75%
2	17	5.21%
3	25	7.67%
4	22	6.75%
5	26	7.98%
6	30	9.20%
7	27	8.28%
8	25	7.67%
9	30	9.20%
10	16	4.91%
11	28	8.59%
12	15	4.60%
13	16	4.91%
14	14	4.29%
15	5	1.53%
16	5	1.53%
17	2	0.61%
18	1	0.31%
<b>Grand Total</b>	<b>326</b>	<b>100.00%</b>

Table 3 – Age of Youngest Student, in Years

Years of Latin Study	Number of Responses	% of Responses
1	76	22.69%
2	59	17.61%
3	52	15.52%
4	47	14.03%
5	45	13.43%
6	26	7.76%
7	13	3.88%
8	9	2.69%
9	5	1.49%
10	2	0.60%
12	1	0.30%
<b>Grand Total</b>	<b>335</b>	<b>100.00%</b>

Table 4 – Duration of Students' Latin Study, in Years



Age – Oldest Child	Number of Responses	% of Responses
6	8	2.32%
7	15	4.35%
8	19	5.51%
9	19	5.51%
10	32	9.28%
11	28	8.12%
12	32	9.28%
13	48	13.91%
14	37	10.72%
15	41	11.88%
16	22	6.38%
17	29	8.41%
18	15	4.35%
<b>Grand Total</b>	345	100.00%

Table 5 – Age of Oldest Student, in Years

Years of Latin Study	Number of Responses	% of Responses
1	153	69.86%
2	26	11.87%
3	14	6.39%
4	13	5.94%
5	2	0.91%
6	3	1.37%
7	1	0.46%
8	2	0.91%
9	5	2.28%
<b>Grand Total</b>	219	100.00%

Table 6 – Years of Parent Latin Study

Description	Percentage of respondents choosing description
Classical Christian	62.5%
Classical (secular)	33.0%
Eclectic	41.0%
Publicly funded (ie, online charter school)	4.0%
Umbrella organization (parents teach; organization provides transcripts)	7.4%
Teacher-led cooperative	7.2%
Parent-led cooperative	22.1%
Unschooling	5.2%
None of the above	0.9%
(Note that responses do not total 100%, as respondents could select more than one description)	

Table 7 – Categories of Homeschooling

Parent Involvement Rating	Number of Responses	% of Responses
1 (outsourced all instruction)	25	7.25%
2	9	2.61%
3	20	5.80%
4	14	4.06%
5	16	4.64%
6	18	5.22%
7	12	3.48%
8	19	5.51%
9	23	6.67%
10	23	6.67%
11	21	6.09%
12 (parent taught everything)	145	42.03%
<b>Grand Total</b>	345	100.00%

Table 8 – Parent Involvement in Latin Teaching on Scale of 1-12

<b>Grade Latin Study Began</b>	<b>Parent Involvement in Latin Teaching on Scale of 1 (outsourced all) to 12 (parent taught all)</b>
1	10.49
2	10.09
3	9.35
4	8.73
5	8.24
6	7.88
7	5.55
8	4.77
9	5.82
<b>Average</b>	<b>8.65</b>

**Table 9** – Parent Involvement in Latin Teaching,  
Organized by Grade Student Latin Study Began

<b>Years of Parent Latin Study Prior to Home-schooling</b>	<b>Average Parent Involvement in Latin Teaching on Scale of 1 (outsourced all) to 12 (parent taught all)</b>
1	8.82
2	9.62
3	9.21
4	9.46
5	12.00
6	12.00
7	12.00
8	12.00
9	10.20
<b>Average</b>	<b>9.13</b>

**Table 10** – Parent Involvement in Latin Instruction,  
Organized According to Years of Previous Latin Experience

<b>Rating</b>	<b>Criteria</b>	<b>Sample Responses</b>
Positive	Evaluation contained only positive elements.	“...wonderful, rigorous.” “...challenging but fun...”
Negative	Evaluation contained only negative elements.	“Fairly pointless.” “I hated it.”
Neutral	Evaluation contained both positive and negative elements OR evaluation was noncommittal.	“...okay.” “...love it, but too difficult...” “dry, but gets to grammar and vocab.”

**Table 11** – Criteria Used to Provide Textbook Evaluation Ratings

Textbook	Publisher	Total	Positive	Negative	Neutral
Latina Christiana	Memoria	125	48	28	49
Prima Latina	Memoria	109	59	10	40
Latin for Children	Classical Academic	64	42	5	17
Henle	Memoria	61	31	4	26
Minimus	Cambridge	57	36	3	18
Cambridge Latin Course	Cambridge	48	28	3	17
Wheelock	HarperCollins	41	22	4	15
Big Book of Lively Latin	self (POD)	37	27	1	9
Lingua Latina	Focus	37	22	3	12
Song School	Classical Academic	36	28	2	6
First Form Latin	Memoria	34	25	1	8
Getting Started with Latin	Armfield Academic	24	17		7
Latin Alive	Classical Academic	24	17	1	6
Latin Prep	Galore Park	21	14	2	5
Ecce Romani	Pearson	19	13	2	3
Latin Primer	Canon	13	5	4	4
Latin's Not So Tough	Greek 'n Stuff	13	1	10	2
Oxford Latin Course	Oxford	10		2	8
The Latin Road to English Grammar	Schola	8	4	2	2
Lingua Angelica	Memoria	7	3	1	3
Jenney Latin	Prentice-Hall	6	6		
Latin in the Christian Trivium	XL Group	6	2	2	2
Artes Latinae	Bolchazy-Carducci	5	4	1	
Latin for Americans	McGraw-Hill	5	1	1	3
Rosetta Stone Latin	Rosetta Stone	4	1		3
Visual Latin	The Compass Store	4	2		2
Latin for the New Millennium	Bolchazy-Carducci	3	1		2
Matin Latin	Canon	3	1	1	1
So You Really Want to Learn Latin	Galore Park	3	2	1	
Bella Italia	(unidentified)	2	1		1
Classical Conversations	Classical Conversations	2			2
English from the Roots Up	Literacy Unlimited	2	1		1
I Speak Latin	Quidnam	2	2		
Ludere Latine	Memoria	2	2		
Power-Glide Latin	Power-Glide	2	1	1	
D'Ooge Latin for Beginners	(various)	1	1		
The Great Latin Adventure	Classical Legacy	1			1
Latin Is Fun	Amsco School	1		1	
Logos Latin	Canon	1	1		
Schola Latina	Schola Latina	1	1		
<b>Total</b>	—	844	472	96	275

Table 12 – Textbook Evaluation Results, Organized by Number of Evaluations

Reason	Number of Mentions
English Grammar	146
Vocabulary	145
Logic/Critical Thinking	110
Foundation for Language Learning	94
History/Culture	58
Classical curriculum	54
Mental Challenge/Discipline	42
Romance Languages	36
Science/Medicine	34
Literature	34
Fun	28
Religious	27
SAT/Standardized Tests	16
Law	9
Bragging Rights	8
No Speaking	7
Required	5
Grand Total	853

**Table 13** – Reasons for Latin Study, Sorted by Number of Mentions

Response	Sample Categorization
“I believe it is essential in learning the basics of English and other languages and aids a student in language development, literature, history, science, and other academic subjects.”	English Grammar Science/Medicine History/Culture Literature
“To increase vocabulary and grammar skills, and over-all thinking skills.”	Vocabulary English Grammar Logic/Critical Thinking
“To prepare my children for science careers.”	Science/Medicine
“Because it is the basis of many modern languages.”	Foundation for Language Learning
“Required foreign language...Latin is a good root/base language for all other languages ...ACT/SAT score improvement... for vocabulary....”	SAT/Standardized Tests Vocabulary Foundation for Language Learning Required
“grammar, brain training, vocabulary, foundation for studying Romance languages later on....”	Romance Languages Vocabulary English Grammar Logic/Critical Thinking

**Table 14** – Sample Responses and Categorization

	Grade at Which Student Latin Studies Started											
Reason for Latin Inclusion in Homeschool	1	2	3	4	5	6	7	8	9	blank	Number of Mentions	
English Grammar	24	20	35	18	14	16	8	8	3	0	146	
Vocabulary	17	23	34	20	16	14	13	5	3	0	145	
Logic/Critical Thinking	13	10	33	17	13	12	9	2	1	0	110	
Foundation for Language Learning	8	15	19	16	13	12	6	4	1	0	94	
History/Culture	12	8	13	10	8	4	1	2	0	0	58	
Classical curriculum	6	7	17	12	4	4	2	1	1	0	54	
Mental Challenge/Discipline	2	4	23	7	2	1	3	0	0	0	42	
Romance Languages	8	3	11	5	3	4	1	1	0	0	36	
Science/Medicine	6	5	12	4	2	3	1	1	0	0	34	
Literature	5	4	9	4	3	2	3	1	2	1	34	
Fun	6	4	6	4	4	2	1	1	0	0	28	
Religious	6	4	7	3	2	0	3	1	1	0	27	
SAT/Standardized Tests	2	1	3	3	0	5	0	1	1	0	16	
Law	3	1	1	0	2	1	1	0	0	0	9	
Bragging Rights	0	3	1	2	0	1	0	0	1	0	8	
No Speaking	1	2	0	0	1	1	1	1	0	0	7	
Required	0	0	0	2	1	0	1	1	0	0	5	

**Table 15** – Reasons for Inclusion of Latin Homeschool,  
Sorted by Grade in Which Students Started Latin