

**WEATHER FORECAST**  
**ARIZONA:** Friday and Saturday fair, slightly warmer, north central portion Friday.  
**COLORADO:** Friday and Saturday fair; warmer east portion.

# THE ARIZONA REPUBLICAN

AN INDEPENDENT PROGRESSIVE JOURNAL

**COTTON FUTURES**  
 NEW YORK, Dec. 8.—Cotton futures closed very steady; December, 17.83c; January, 17.47c; March, 17.58c; May, 17.46c; July, 17.09c.

THIRTY-SECOND YEAR (Section Two)

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## Interesting Facts About The Foreign Language Department In The Phoenix Union High School

BY IDA McDANIEL

Courses in the foreign language department of the Phoenix Union High School are now offered in Latin, Spanish and French. Each day there are 15 recitations in Latin, 29 in Spanish and French. Through the play, the department possesses a Victrola and a large collection of the best records of music appropriate to each branch of the department.

There are also foreign language conversation records, and there will be additions thereto from time to time. The department is indebted to several interested individuals who have donated some of its best records. The department has also a valuable group of pictures, copies of master-pieces, obtained by the same means, but the frames of many of them were made by the manual training department of the school.

The aim of instruction in each branch of the department is to be of best service to the student in disciplinary, cultural and utilitarian value, as well as to contribute toward better international relationships.

**Latin in the High School**

Not merely is the study of Latin limited to that of a prescribed text. Its relation is shown to English literature, the romance languages, decorative designs in modern architecture and commercial art in general. Its wide use in science terminology, the need of it in the professions, and its use in nomenclature of countless modern commercial articles. This phase of Latin is emphasized most in the advanced classes. They frequently leave a scrap-book which has been worked up by departments with a regular editorial staff.

The upper classes have continued for the activities of one of the first Latin clubs in the country. This club is modeled on the Senatus Populique Romanus and takes its name from the ancient emblem S. P. Q. R. Its officers are named from those of the senatorial group of ancient Rome. The purpose of the S. P. Q. R. is to add systematically, profitably, and pleasantly to their knowledge of the culture, literature and civilization of the Romans and to connect those facts with their modern applications.

The grade of work done by students in this department has been such that no record, thus far, of the failure of a student in the eastern college entrance examination has been reported. The course of study conforms to the requirements of the North Central association but also furnishes opportunity to students who expect to take the above mentioned examinations to meet their requirements.

**Latin, From the Standpoint of Others**

Scribners of May, 1921, says: "Latin serves three purposes; to con-

vey information, to express emotion, and to clothe thought; and that it is necessary only to the last of these three. We can not clothe thought without words; but we can convey information by sounds.

To transmit thought we need all the resources of the vocabulary if we wish to be completely understood. The caveman did not woo his bride with soft words; he seized her over his shoulder and bore her away to his cavern, regard being given to neither motion and music. But Demosthenes and Cicero, Daniel Webster and Abraham Lincoln, when they sought to persuade and convince, relied upon the appeal of their words. So language followed the use of signs, words and gestures, but it did not cause them to fall into disuse. It was the superior implement, no doubt—and it served the loftier objects of life. But gestures and sign-gestures did not cease to be useful, and they survived the evolution of language and accompanied and illustrated talk to intensify it and sometimes even to make it clearer. Hence the invention of an improvement of material employed before the new invention had established itself.

For two centuries the Latin language has been found useful and is now being studied by half a million young students in the United States. Vice President Calvin Coolidge, in an address entitled "American Education for America's Future," delivered at the University of Pennsylvania, July 7, 1921, said in part: "We are to continue the guarantee of progress in the future by continuing a knowledge of progress in the past. We are to provide our children with those ideals which have made the predominant civilization of the earth. We believe that thought is the master thing."

Mankind has always had classics and always will have them. Thought is only another way of saying that men have always set up ideals and always will. Always the question has been, always the question will be, what are to be these classics? For centuries, in education, the classics have meant Greek and Latin literature. It does not need much western world society can have little liberal culture which is not based on these. Without them there could be no introduction of language and literature, no adequate comprehension of history, no understanding of the foundations of philosophy and science. In fact, the natural sciences are so much the product of those trained in the classics, that, without such training the terminology they cannot be fully understood. No question can be adequately comprehended without knowing its historical background. Modern civilization

dates from Greece and Rome. The world was never in their day. They were the inheritors of a civilization which had gone on before, but what they had inherited they recast, enlarged and intensified and made their own so that their culture took on a distinctive form, embracing all that the past held best in the Roman world of the Caesars. That great empire fell a prey, first to itself and then to the barbarians. After this seeming catastrophe, scholarship and culture almost disappeared for nearly a thousand years, finally to emerge again in the revival of learning.

It is impossible for society to break with its past. It is the product of all that has gone before. We could not cut ourselves off from all influences which existed prior to the Declaration of Independence and expect any success by undertaking to ignore all that happened before that date. The development of society is a gradual accomplishment. Culture is the product of a continuing effort. All theories of education teach us that the mind develops in the same way, through the various stages that have marked the ascent of mankind from the lowest savagery to the highest civilization. This principle is a compelling reason for the continuance of the classics as the basis of our educational system. It was by use of this method that we reached our present state of development.

This does not mean that every person must be a classical scholar. It is not necessary for everyone who crosses the threshold of our schools to be an expert in the Greek and Latin languages, nor for anyone who works on a building to be a learned architect, but if the foreign shore is to be reached in safety, if the building is to be a form of utility and beauty, it will be because of diligent and instruction given according to established principles and ideals.

The world has recently awakened to the value and righteousness of democracy. The ideal is not new. The beginning of modern democracy were in Athens and Sparta. But when we turn to the study of their history, there is revealed to us one of the greatest peoples, under the guidance of great leaders, exhausted and even military standpoint, the civilized world might be unified and the stage set for the entrance of Christianity.

What those who advocate the continued study of the classics desire to bring about is the endurance of that modern culture which has been the result of a familiarity with the classics of these great peoples. We do not wish to be Greek, we do not wish to be Roman. We have a great desire to be supremely American. That purpose we know we can accomplish by continuing the process which has made us Americans. We must search out and think the thoughts of those who established our institutions. The education which modern man must be divorced from education which is to make us. . . . It is not enough to teach men science, the great thing is to teach them how to use science.

Unless Americans shall continue to live in something more than the present, they must be moved by something more than material gains, they will . . . go down as other peoples have gone down before some nation possessed of a greater moral force. The will to endure is not the creation of a moment, it is the result of long training. That will has been our possession up to the present hour. By its exercise we have prospered and brought forth many wonderful works. The object of our education is to continue us in this great power. That power depends on our ideals. The great and unending source of that power and these ideals has been the influence of the classics of Greece and Rome. Those who believe in America, in her language, her arts, her literature and in her science, will seek to perpetuate them by perpetuating the education which has produced them.

**Modern Language**

Mr. Colby, late secretary of state, upon his return from South America, expressed himself as follows on the subject of modern language: "The great barrier to American progress abroad is language. The people of the United States are not linguists. The youth in America should be schooled in languages. Language is the key which not only opens the riches and stores of great literatures, but opens the doors of influential human contacts with great peoples."

An inquiry of hundreds of American soldiers who have returned from Europe brought out the fact that those who understood no French at all were displaced with France, but those somewhat familiar with the



**LINE FATHER, LIKE THE WHOLE FAMILY!**—A new picture of Giovanni Martinelli, Caruso's successor in the Metropolitan Opera, with his wife and their two children, Bettina and Antonio. If you will notice, Bettina and Antonio have their voices lifted up in song. Chip a off the old block, as it were. The four of them often sing together at home.

French language learned to converse with the people and to read their periodicals. The latter were almost without exception, fond of the French and found much to admire in their civilization and culture.

From a debtor nation in 1914 we are now a creditor nation. We can no longer stand apart from the rest of the world. We now possess a merchant marine. We can no longer negotiate in our own ports alone where foreign merchants used to come to us, bringing their interpreters with them. We must now meet the foreigner in his own language at his own doors. In fact we have suddenly become a leader in the economic affairs of the world. Modern language study must receive more attention now than ever, due to these new utilitarian needs of our country. In England and France and in our own America as well, the departments of education believe in the continuance of the study of the German language as a matter of national defense from an intellectual, commercial and even military standpoint, for if we are to get on well or to settle disputes with our neighbors or those with whom we carry on any kind of intercourse, we must be able at least to read and write their language.

It is sometimes objected that foreign language pupils do not learn to speak a language that they are studying in high school. A class in any language in high school meets for five days a week for forty-five minutes. No class in this subject should have more than twenty pupils, but crowded conditions force a larger number in a class. Take the ideal maximum number of twenty and with no loss of time for practice speaking, reading or translating a language. Multiply that two minutes by the number of days in a school year and you get a result of six hours per year of actual practice, not counting out the holidays. Of course fluency in speaking a language cannot come from such a situation but the results acquired in ability to translate from one language to the other, in insight into national traits through the medium of translation and collateral reading, to say nothing about some small conversational acquirements, are often much greater than is estimated by the general public.

Prof. Henri David, of the French department of the University of Chicago, was asked once how to answer people who believe they can be taught to speak a language in six weeks or even six months. He replied that it can not be done. "No student even pursuing a regular school course at the rate of six hours per week can speak a language in less than three years, and then not fluently, but oh, how it will give him the advantage over the one who has not studied it when traveling in the country of that language," said he.

**French in the High School**

A three-year course is now offered in French in the Phoenix Union High

school. For the most part the French language is used in the classroom. This procedure is necessarily limited. The leading aim is to give the pupil a dependable pronunciation, a translating fluency and as much conversational fluency as the two-minute-per-day practice will permit him to acquire.

Much practice aside from classroom drill comes through the French club for those pupils who care to assume duties along that line. They make use of the victrola to study France's music and her composers. They write and present papers on her artists, copies of whose pictures the club has bought with the money they have earned. Before Thanksgiving this club partook of a paper mache dinner, all the menu and conversation being in French. The pupils play games in French, using cards based on texts translated, or a systematic question-and-answer list, guessing games, and any original method that some ingenious student may devise.

**Spanish**

The Spanish department aims to give to the student a solid foundation of grammar and as much conversational work as can be carried on in a large class that recites but 45 minutes a day.

It has been discovered that as much language work can be accomplished in four days as in five if a different kind of recitation is held once a week. Therefore, some of the Spanish teachers are conducting programs once a week and oftentimes the class is organized into a club for this purpose. Sometimes the programs consist of poems, songs, playlets, dialogues, stories, or newspaper articles given in Spanish. Other times they are made up of oral reports on the various Spanish speaking countries.

This phase arose from the fact that many of the students are taking the subject for commercial use. They thus learn that in each country of South America may be found as many different characteristics in the people as there are different kinds of climate and that not only must the language of the people be learned if they are to deal with them successfully, but also their customs.

The Spanish department then with the aid of the library is trying to do its small share in the establishment of better relations between the two Americas and in this way is making a forward step toward the international point of view that is being discussed so much at present.

Everything possible is being done in the short two-year course in Spanish that the majority of students are taking, but the patrons of the school should ever bear in mind

that there is being laid merely a foundation upon which a solid structure may or may not be built in the future.

Some topics that have proven to be of interest so far this year are: Economic Situation in Colombia and Ecuador; Education in Colombia, Ecuador and Peru; Hog Industry in Northern South America; Flags of the Countries and Significance of Each; Chief Cities of the Different Countries; Characteristics of the Inhabitants of the different localities.

**Natural Resources of Colombia, Ecuador and Peru.**

War between Peru and Chile; results to both countries.

What would happen to South America if the Indian should disappear.

The Indians' need of education and discipline.

The highest railroad in the world.

Facts concerning Cerro de Pasco mines.

Lima with its mediaeval appearance.

EVA S. EDWARDS.

## COCHISE COUNTY HAS FINANCIAL PROBLEM

Cochise county, with over a million dollars in its vault, is "broke" and cannot pay a bill of \$200 which it owes for meals for jurors, according to word received yesterday by the state tax commission.

In order to determine what remedy can be applied for taking care of certain of its exhausted funds, members of the board of supervisors will arrive in Phoenix this morning for a conference with the tax commission. Under the new budget law no bills can be paid out of fund which has been depleted, even though there is plenty of money in the county treasury.

According to reports, the county finds itself with a number of funds overdrawn and some running close to the limit, although there is a fortune in the treasury.

The one solution to the problem is for the commission to declare an emergency, and officials will come to Phoenix for that purpose. In addition to the members of the board of supervisors, Judge A. C. Lockwood and County Auditor Rose will appear before the tax commission at 10 o'clock this morning.

Sixty-eight cities in the United States have over 100,000 population.

## Why Mathematics And Foreign Languages In The High School?

The following articles will give to readers of The Republican an insight into why educators place these subjects as important ones in the high school curriculum.

**Algebra**

We encourage the study of Algebra to develop in the student the keen delight and exhilaration that comes from a purely mental operation. With a definite aim before him he experiences a real satisfaction in attaining it.

Some thinkers maintain, however, that, excepting English, algebra has as many contacts with practical life as any subject in the curriculum. True it is that the average student develops habits of concentration, carefulness and accuracy that must be a valued part of his equipment for any pursuit in life. And earnest attention to the solution of problems is a good preparation for the problems of life. But the very practical use of algebra is experienced in the fields of science and engineering.

NELLIE B. WILKINSON.

**Geometry**

As one comes in contact with the material world about him, he gains, in a more or less haphazard way, a great fund of facts regarding form, size and various other space relations. It is the purpose of the study of geometry to organize these facts and to lead the student to observe other similar facts, to reason concerning them, to compare and relate them, and to use them in solving various interesting and practical problems that are part of his daily life.

It is evident, when one gives the matter even the slightest consideration, that geometric principles play a very important part in every day life. Their use is readily seen in mosaic, tiling and parquet flooring, in steel rolling patterns and other forms of interior decoration, in linoleum patterns, rugs, stained glass windows, and in many other ways too numerous to mention.

The architect uses geometric principles, not only to make his building secure, but to make it beautiful. The construction engineer utilizes the principle of the rigidity of triangles to make his bridge capable of carrying a great weight and standing tremendous stress. The landscape gardener, the machinist, the mechanic, the draftsman, the electrician and the surveyor all find that it is not possible to get very far without a knowledge of these fundamental principles.

Many subjects both in high schools and college are studied because they furnish a fund of general information that has been shown by experience to be useful and practical to the person who calls himself educated. Geometry is no exception. It furnishes us general information, first, for general information, just as we need to know history and literature for general information, because the rest of the world knows something about it. Then, too, we need to know geometry because it has a large culture value. It is the only high school subject that affords a training in logic, not necessarily formal logic, but clear, concise, effective thinking. It affords an excellent training in habits of neatness, order, diligence and honesty.

The study of this subject requires the student to make clear, brief and precise statements. In no other subject is he compelled so certainly to think correctly and to say precisely what he thinks.

Then, too, clearness of expression reacts upon his thinking. For, in order to express himself clearly he must think in a straight line.

These are some reasons why geometry should be studied if one wishes to obtain a broad outlook upon life, and a mental development that is characterized by effective thinking and clear expression.

OSCAR H. SOULE.

## Santa Fe Announces Rate Reduction On Ore From N.M. Mines

[Republican A. P. Leased Wire]

ALBUQUERQUE, N. M., Dec. 8.—Freight rates on ore from mines in southern New Mexico to smelters in the Kansas-Oklahoma belt will be reduced by the Santa Fe railroad about Jan. 1, W. A. Cameron, traveling freight and passenger agent, announced yesterday. The scale follows: Over \$50 but not exceeding \$100 per ton, \$7; over \$100 but not exceeding \$50 per ton, \$5; \$25 per ton and under, \$5.

Mine operators say this reduction will result in a revival of mining in the southern part of New Mexico.

## Hose And Garter Combination Sets

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- Cigarette Cases
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**CUT DOWN YOUR BAKING POWDER EXPENSE**

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Used in millions of homes—by leading hotels, restaurants and bakeries. A wonderful baking powder for all requirements. Made in the world's largest, finest, most sanitary Baking Powder Factories.

You save when you buy it—  
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You save materials it is used with.  
Highest Quality  
Highest Awards

**WORTH KNOWING**

A pound can of Calumet contains full 16 oz. Some baking powders come in 12 oz. cans instead of 16 oz. cans. Be sure you get a pound when you want it.

**HERE'S AMERICANIZATION!**—Joe Subotich, of Portland, Oregon, and Mrs. Joe came to America from Serbia several years ago. Now that their six children are growing up and in school the parents are going to school, too, to keep up with them. "We love America," says Joe. "America has been good to us and we're trying to deserve it."

**TOYLAND**

Is Now Open and Ready for the Kiddies---Bring Them In

We have converted our large and spacious basement into a veritable Toyland where we have for the kiddies every kind of toy and plaything—Every manner of tricycles, wagons, kiddy cars, automobiles—in fact everything on wheels besides toys of every description and

**THE GREATEST DOLL FAMILY IN PHOENIX** showing exclusively the genuine Hendren crying doll baby in every size from the smallest to full size baby. Come and hear them call "Mamma."

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