

# Abstract

In Germany, a methodology for teaching a classical language to adult learners has long been needed. Neither classical philology nor school pedagogy for Latin and Greek instruction has paid a great deal of attention to this sort of issue. This thesis aims to be the first systematic contribution towards the formation of this educational sub-discipline. According to common standards and suitable methods in second language acquisition research, it is necessary to start by both exploring the history of this learning format and gathering empirical data for the purpose of establishing a theory-based andragogy for classical languages. This study includes the history of adult learning of classical languages in Germany from its beginnings up until the turning point in the year 1945. Particular emphasis is placed on tracing the ancestry and origins of the *Latinum* and *Graecum* certificates acquired by students through mandatory courses and examinations at universities. Even today, the topic of learning classical languages is quite controversial when debates on higher education policy rage. Its influence on the public perception of classical languages should thus not be underestimated. This dissertation additionally focusses on analyzing historical teaching materials both for class use and self-instruction. Such materials had to be rediscovered, sorted, and surveyed during a time-consuming process of heuristic and exploratory basic research. Empirical evidence is given by a thorough treatment of the conditions under which beginner's courses in Greek and Latin were conducted at the Berlin University up until 1945—this format of instruction was first used here. This permits a previously unknown aspect of language education in higher education to be added to the otherwise well-researched history of the Institut für Altertumskunde of the Berlin University in the days of the professors Wilamowitz, Norden, or Jaeger: the history of the language teachers.