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The Latin Leaflet is issued by the Department of Classical Languages in the interest of Latin teaching in the high schools of Texas.

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Editor.

OUR PROGRAM

When we began this campaign two years ago, our goal was the restoration of Latin to its rightful place in the curriculum of the secondary schools. As we keep this goal before us, we must realize that there are several parts of the program that must be developed at the same time.

We have tried to begin at the beginning. Most of our effort has been expended in putting before children in the grades, especially in the fifth, sixth, and seventh, the delight they would have in getting at the pictures found in words. It has been a joy and a surprise to see these young children lay hold on the meaning of words with intelligence and relish. It is my conviction that a systematic study of word origins ought to be made in the fifth and sixth grades, from a text, something like the old "Swinton's Word Book" that many of us used. I should give only a key word. For instance, *pugnacious*, for the group, *tenacious*, *loquacious*, etc. These adjectives become in Latin

pugnax, *tenax*, *loquax*, with a meaning of 'tendency towards.'

In the seventh grade a Latin primer, I think, should be used, and I believe the children should be allowed to get the grammar drill for English in this Latin course, and at the end of the session those who pass with satisfaction should be credited with both English and Latin. Such an experiment was made in Chicago about ten years ago. Could we not make another such experiment? If we could prove that by taking Latin the child gets both English and Latin syntax, would administrators not welcome the gain in time? If Latin is begun in the seventh grade it could be taken slowly enough to get the fundamentals and at the same time it could be made to contribute largely to other subjects. The Latin student should be the best speller; he should understand most quickly the terms in geography; he should lead in history; he should be able to explain for others the terms in mathematics. The stories given in the seventh grade Latin should be simple and full of interest for the children. The development of these lessons should be so gradual that the reading of this Latin should become as natural as the reading of English. The transition to eighth grade is then easy, and in this grade for at least half the year simple stories and plays should

be continued. When Caesar is begun about December or January of the eighth grade, perhaps a little later, the long sentences should not be a puzzle or a bugbear, but the student should be able to understand the phrases and clauses as they come and should soon have a real appreciation for Caesar's balance in structure. If this pitfall can be bridged, if a student can be led up gradually to Caesar until Caesar can be read with real intelligence, then our main problem has been solved. It is natural that we like to do what we can do well. The distaste for Latin begins when a paragraph must be translated out of which no sense will come. It is absolutely imperative that the lessons be so graded that a child may get his lesson with real pleasure, provided he honestly puts forth effort.

If our first problem is to get such an understanding of language in the intermediate grades that a red-blooded boy or girl will desire to take Latin in the junior high school, our second problem, I repeat, is to make the first two years so sane and practicable that those who begin will desire to continue. I do not censure a student for desiring to drop out of a stupid class that has dragged him through a maze of words that he has not understood. Too much emphasis can not be placed on the need for easy reading and for a story that repeats constantly the same constructions until the students become familiar with them and from this familiarity gain confidence for the new material found each day. I have found no stories better suited for this stage of advancement than Collar and Daniels' collection in the "Via Latina" (Ginn & Co.). I tried these stories years ago in a high school with success and after trying various other stories, I have recently used these again with a beginner's class in college during the third term. My conviction is that the failure on the part of the teacher to read the lessons in such a way as to keep the original enthusiasm just at this period accounts for the loss of great masses of boys and girls who would go on happily and intelligently through three, if not four years of high school Latin.

Lastly, if we are to succeed in our program, the high school teacher of Latin must learn how to lead her best students into the advanced classes and out of this number of advanced students she must find our future teachers. If the teacher has

knowledge and enthusiasm herself there will always be a group secretly hoping to be just like her. These should be encouraged to go to college and a way should be found to send those who can not go with their own means.

What are you doing to carry out this program? What will you do?

R. F. L.

IS THERE ANYTHING NEW UNDER THE SUN?

We think stenography modern, but "notary public" should recall to us that at Rome the public stenographer was well known: *notarius publicus*. Cicero's freedman, Tiro, worked such a system of shorthand—*notæ tironianæ*. No documents have been found in the Tironian system, but records exist of a scant code given to officials as a safeguard against forgery, especially in deeds. In the first century after Christ the younger Pliny used a stenographer regularly. Read his letter:

"*Quæris quemadmodum in Tusci diem aestate disponam. Evigilo, cum libuit, plerumque circa horam primam, sæpe ante, tardius raro: clausæ fenestras manent. Mire enim silentio et tenebris ab eis quæ avocant abductus, et liber et mihi relictus, non oculos animo sed animum oculis sequor, qui eadem quæ mens vident, quotiens non vident alia. Cogito, si quid in manibus, cogito ad verbum scribenti emendantique similis nunc pauciora nunc plura, ut vel difficile vel facile componi tenerive potuerunt. Notarium voco et die admissis quæ formaveram dicto: abit rursusque revocatur rursusque dimittitur. Ubi hora quarta vel quinta (neque enim certum dimensumque tempus), ut dies suasit, in xystum me vel cryptoporticum confero, reliqua meditor et dicto. Vehiculum ascendo. Ibi quoque idem quod ambulans aut iacens. Durat intentio mutatione ipsa refecta: paulum redormio, dein ambulo, mox orationem Graecam Latinamve clare et intente, non tam vocis causa quam stomachi lego: pariter tamen et illa firmatur. Iterum ambulo, ungor, exerceor, labor. Cenanti mihi, si cum uxore vel paucis, liber legitur: post cenam comoedus aut lyristes: mox cum meis ambulo, quorum in numero sunt eruditi. Ita variis sermonibus vespera extenditur, et quamquam longissimus dies cito conditur."*

This scheme will aid in remembering the present of the great majority of verbs. The two odd conjugations exchange *e* for *i* and *a* for *e*, i. e., the first conjugation *a* changes to *e*, and the third conjugation *e* changes to *a*. The two even conjugations add *a*, i. e., the second conjugation has *ea*; the fourth *ia*.

The verb *sum* and its compounds have the vowel *i* in the present subjunctive, i. e., *sim, sis, sit, simus, sitis, sint*. The verb *possum*—made on the adjective *potis* and *sum* has as its present subjunctive *possim, possis, possit*. With *sim* and *possim* associate *velim, nolim, malim*.

Imperfect subjunctives are formed by adding the Personal Endings to the contemporaneous (present) infinitive.

The imperfect active subjunctive of the first conjugation ends this way: *ārem, āres, āret, etc.*, the second: *ērem, ēres, ēret, etc.*; the third; *erem, eres, eret*; the fourth: *īrem, īres, īret*. The passive imperfect subjunctives for all four conjugations differ from the actives only in the Personal Endings.

Based on the infinitives, *esse, posse, velle, nolle* and *malle* are formed therefore, *essem, possem, nollem, mallet*. These verbs have no passives.

DERIVATIONS

The word *derivation* is interesting (*dē* and *rivus*). We like to think of words as coming down as a stream from the early springs of language.

Rivālis (adj.) means *relating to a stream*; *rivālēs* (noun) are those who use the stream, neighbors, and then competitors.

Other interesting words that reveal the effect of change are (a) *interval*, (*inter* and *vallum*—between the wall). This word is now restricted to a break in time.

(b). *eliminate* (*e* and *limine*—outside the threshold). The word *eliminate* is now transitive and is a synonym for *elide* (*e* and *laedere*—to strike out).

The word *solstice* is from *solstitium* (*sol*+*stare*). So *armistice* is from *armistitium* (*arma*+*stare*); and *interstice* is from *interstitium* (*inter*+*stare*). The student must bear in mind that the two consonants *t* and *c*

are often interchanged, e. g. *conditio* or *condicio* (English condition). So *solstitium* becomes in English *solstice*,

and the young student will remember the meaning of *initium* from the English word initial, e. g. M. T. C. for Marcus Tullius Cicero. He will be glad to learn that *initials* is an adjective used as a noun and means initial letters (*litterae initialēs*). Likewise when he is told to begin a proper noun with a capital he may learn that the word *capital* is also an adjective used as a noun and stands for capital letter (*littera capitalis*).

The word *signum* takes on a real meaning for the beginner when he is asked to put his signature to a paper. He may be told that when a person can not write his name he is allowed to make his sign, and that this custom arose from the earliest sign or picture writing. Let the student then bring in a list of words like these: sign, signature, signify, design, resign, consign, signet, signal. When a group or family of words is once learned, it will be easy and interesting to recall each member.

SODALITAS

Has your school a Latin Club? These clippings sent in from the Senior High School in Houston will furnish you some suggestions. The *Leaflet* will be glad to have reports from others.

"Sodalitas Latina"

The Sodalitas Latina, as of course you know, is a Latin Club. There are some who think that "Sodalitas" stands for hard work, study, and an abundance of Latin knowledge, but if the truth be known the word means "companionship" or we might say, "get together."

That's just what we do—get together on Thursdays of each week. We have our interesting programs, sometimes games and even "eats." There are about thirty members comprised of low and high third, low and high second, and high first. We shall be very glad to admit the low one and feel sure that they will enjoy being members.

"Mythos Club"

The Mythos Club was organized twelve years ago. The purpose of the club is to learn to tell stories. It was begun by Latin students who were especially interested in the Greek and Roman myths and legends. However,

the programs are varied with numerous kinds of short stories and only Latin students, but others, well, belong to the club. The covered is very interesting. At present date it consists largely of northern stories. Miss McLeod and Miss Staggs are the sponsors.

IF NOT, WHY NOT?

(Questions that every teacher should ask herself)

1. Have I an exact and comprehensive knowledge of my subject?
2. Do I own and read any books on Roman life—private and public?
3. Have I a knowledge of Greek and Roman mythology and its bearing on the life and literature of the people?
4. How much Latin have I read this year apart from the texts to be taught?
5. How many correspondence courses have I taken?
6. How many summer schools have I attended?
7. Do I take the *Classical Journal* or the *Classical Weekly*?
8. Is it my habit to attend and take part in the State Teachers' Association?
9. Are my students interested in Latin?
10. Do my students in large numbers continue Latin through the third and fourth years of high school?
11. Have I offered to plan the course together with my students who go to college?

R. F. L.

The Classical Department of the University of Texas is losing Dr. J. O. Lofberg. After a summer abroad, Dr. Lofberg will go to King's College, Queenstown, Ontario. Texas University regrets to have him go. The action of the last legislature makes it impossible for any promotions to be made now or for definite promises to be made for the future. It is becoming increasingly difficult to get men and women of training to turn their eyes toward Texas.

LOAN FUND

Every local school, large or small, ought to have a loan fund. Instead of depending largely upon the college centers to find employment for its

knowledge and enthusiasm here, there will always be a group of people hoping to be just like you and go to college. They should be encouraged to do so, and a way should be found to provide for those who are in small towns, for the most means are small, and opportunities for employment are limited. Consequently many letters of appeal receive no replies or discouraging replies, and many who come hoping to find work, return home, after a few weeks, having found nothing and having spent the little that has been saved up.

A local loan fund, established on a sound basis, would enable worthy students to leave home assured of support and prepared thereby to do their work unhampered. Such a fund would not only encourage students to put forth their best effort, but would bind them out of gratitude, to their local community. A small rate of interest should satisfy the citizens who are public spirited enough to put money into the venture. Various kinds of plays and entertainments with a small charge, would increase the fund and would serve to develop interest on the part of the children.

Why can't your Latin Department launch such a movement?

R. F. L.

At Dallas last November, I was selected by the Classical Division to visit schools again for this session. These are the visits made:

1. Houston in February; eleven speeches, including one before the Institute for white teachers and one before the Institute for colored people.

2. One visit in March to Central and West Texas, including Hillsboro, Mineral Wells, Weatherford and Fort Worth; fourteen speeches including one speech before the Board of School Trustees in Mineral Wells, and one before the City Institute in Fort Worth.

3. San Marcos in April; nine speeches including one before the town Rotary Club and one before the Chapel of the Normal.

I was instructed also to prepare four issues of the *Latin Leaflet*. With this number the work for the year closes.

Two thousand extra copies of *Leaflet No. 3* were printed. We shall be glad to send copies of these upon request, to any one who will see that they are carefully distributed.

R. F. L.