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AUSTIN

THE LATIN LEAFLET

Issued by the Department of Classical Languages in conjunction with
the Texas Classical Association in the interest of Latin
teaching in the high schools of Texas

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Latin Week Number

By

Mrs. Minnie Lee Shepard,
Educational Policies Committee,
Classical Association of the Middle West and South

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AUSTIN

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

TEXAS LATIN WEEK

April 16–20, 1945

CELEBRATION: A Caesar Bimillennium (55 B.C.–1945 A.D.)

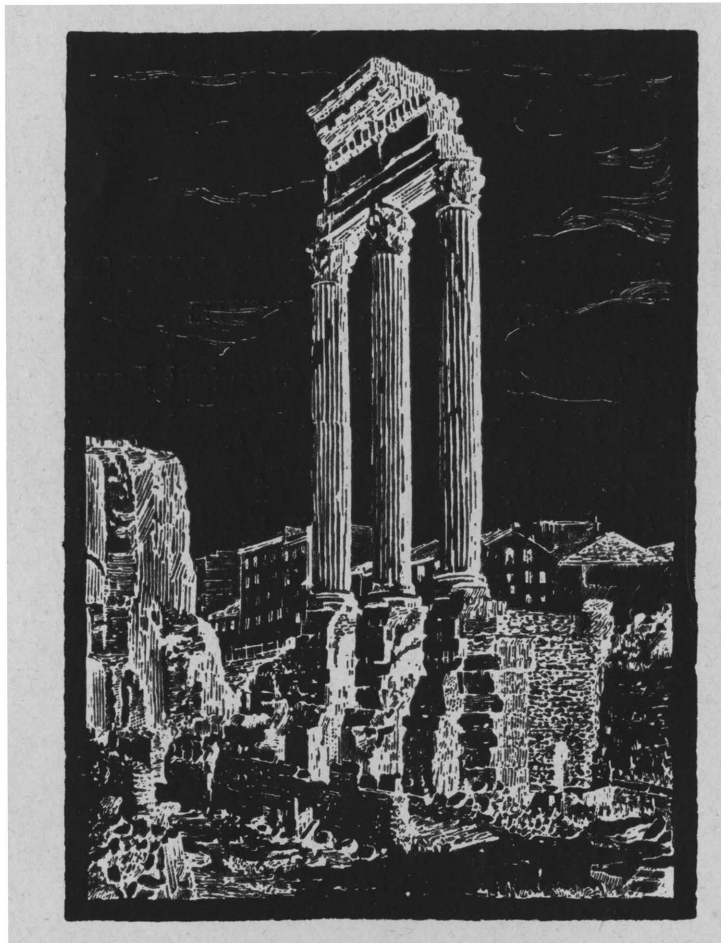
The beginning of the 2000th anniversary of Caesar's invasion of Britain, the subsequent Romanization of Britain, and the ultimate Greco-Roman-Christian civilization of the Western World.

OBJECTIVE: A Return to the Fountain

1. By setting forth in as vivid and attractive way as possible for all to see the enrichment of our civilization through the classical influence upon our language, literature, arts, laws, and political institutions.

2. By presenting war bonds to the Texas Classical Association for the establishment of a membership in perpetuity at the American Academy in Rome for The University of Texas, that our students may attend its courses without charge and compete for its fellowships.

SLOGAN: *Ad fontem redeamus!*



“The liberal arts college is one of the foundations upon which our democracy is built. It must recover its ability to turn out men soundly trained in mathematics and sciences as well as in the broadening humanities. There may be some argument, on this, but I would even like to see Greek and Latin restored to their ancient glory.”

JAMES V. FORRESTAL, Secretary of the Navy
Commencement Address,
Princeton, June 21, 1944.

MESSAGE FROM THE PRESIDENT OF THE TEXAS
CLASSICAL ASSOCIATION

Fellow Latin Teachers of Texas:

In this the fourth year without a regular convention of the Texas State Classical Association, so essential for inspiration and unity of the organization, you are to be commended for the valiant spirit with which you have met the challenge imposed by war conditions. In view of heavier teaching loads and other trials common to all, it is heartening to have kept Latin in the curriculum. You have not only combined small classes and taught overtime, but have given generously of your time to the sponsoring of the Junior Classical League for the maintaining of morale. Recall the days and hours spent in serving the Selective Service Registration, the issuing of Ration Books, working for the Red Cross or the Community War Chest, selling War Bonds, contributing to the Blood Plasma Bank or to the U.S.O., and sponsoring drives for War Relief Agencies. This same enthusiasm is evident in your plans for the annual observance of Latin Week and for the Commemoration of the Bimillennium of Caesar's Invasion of Britain. Each of you must live by the motto: *Res mihi, non me rebus.*

It is inspiring to be a part of such a group of patriotic and persevering citizens. I look forward with pleasure to seeing you in Waco in April.

With cordial good wishes,

ANNA GARDNER.

MESSAGE FROM THE PRESIDENT OF THE STATE JUNIOR
CLASSICAL LEAGUE

Dear Members of the Texas State Junior Classical League:

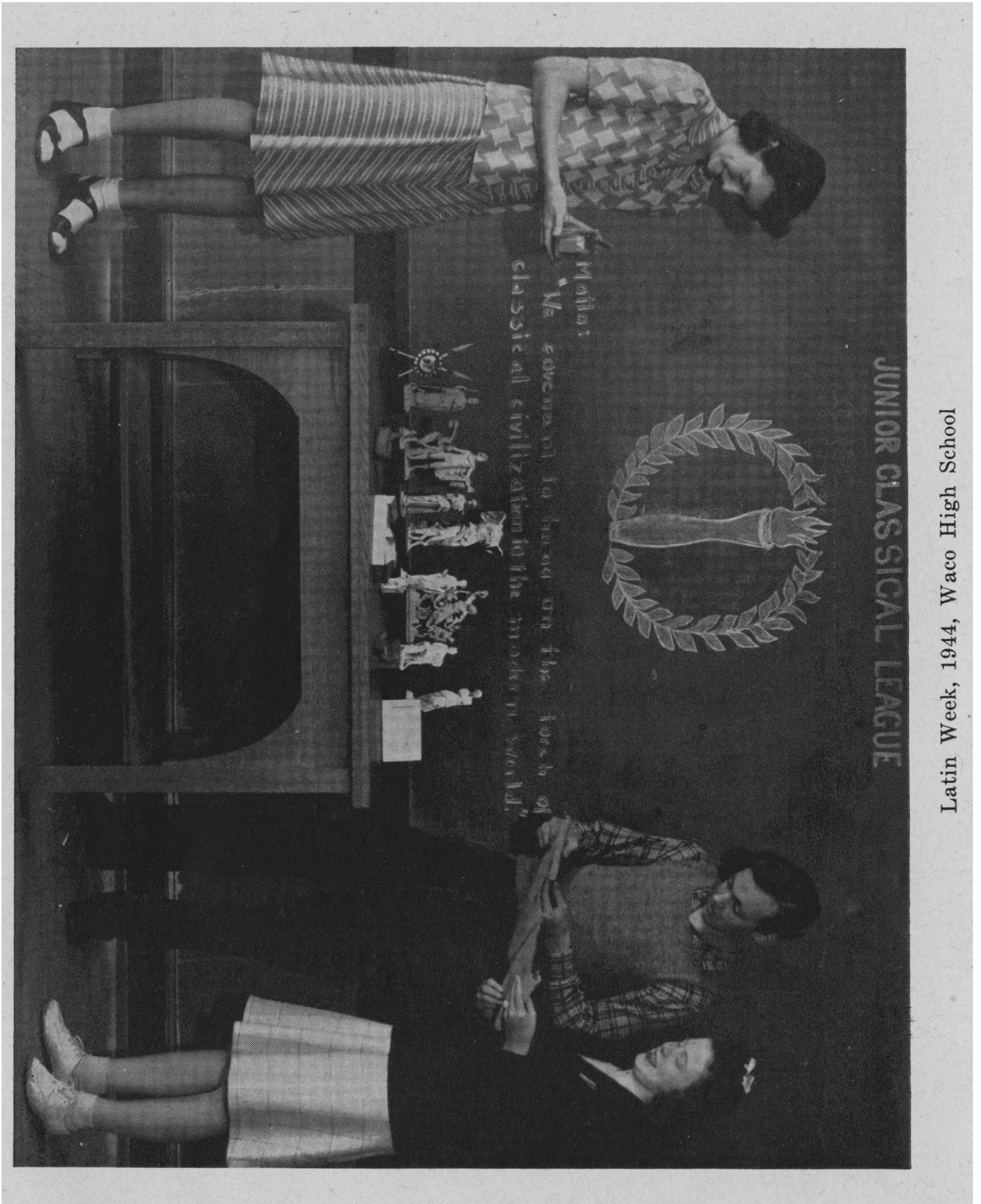
April 16-20, 1945, is Latin Week for Texas, and we want to make it the biggest we have ever had. The topic suggested for our celebration is "The 2000th Anniversary (55 B.C.-1945 A.D.) of Caesar's Invasion of Britain and its Consequent Greco-Roman-Christian Civilization." To commemorate this occasion properly, it is necessary that each school in Texas where Latin is taught take part in the celebration and help make it a success.

One of the major aims of this Latin Week is for each Latin Club or Junior Classical League to raise at least \$18.50 to purchase a war bond for the Texas Classical Association, which eventually will be used to secure a permanent membership in the American Academy in Rome for The University of Texas. Since no college in Texas holds or has held a membership in the Academy, we want to strive to give Texas students opportunity for enjoying its full privileges.

Lastly, we want to bring Latin and the classical civilization into the spotlight during Latin Week through all the individual ideas that the Latin Clubs and Chapters of the Junior Classical League throughout the State can contrive.

Let us strive this year to make Latin Week one of everlasting importance!

FORREST WORTHAM,
President, Texas State Junior Classical League.



Latin Week, 1944, Waco High School

TEXAS LATIN WEEK, 1945

BIBLIOGRAPHY

American Classical League Service Bureau, Vanderbilt University, Nashville 4, Tennessee.

The Service Bureau has accumulated since its founding in 1924 a large supply of material on almost every subject pertaining to the teaching of Latin. Teachers should write for a list of materials on the subjects in which they are interested. More than this, they should contribute new ideas to the Bureau and thus help keep the information available *abreast with the times*.

Caesar: Many practical suggestions to the teacher of Caesar, stories about Caesar, plans for a Caesar model exhibit, plays based on Caesar, etc.

Value of the Classics: A whole printed sheet of helpful items, some playlets included.

Pictures of Rome and the Romans: Price three cents each. Write for a list.

Articles in the Classical Outlook:

- February, 1942, "A Lawyer Looks at the Classics," L. Quarles.
- February, 1942, "The Sources of English Words," W. L. Carr et al.
- March, 1942, "The Classics as a Basis for the Study of World War II," F. M. Snowden, Jr.
- April, 1942, "The Value of Latin," C. M. McConn.
- October, 1942, "The Classics and the War," Committee of New York City teachers. Contains pertinent passages in Caesar. Excellent.
- December, 1942, "Caesar's Maginot Line."
- January, 1943, "A World War Book," Marian C. Butler. Excellent.
- March, 1943, "Word Power in War and Peace," W. L. Carr.
- April, 1943, "Classics and the Professional Man," F. B. Lund, M.D.
- April, 1943, "Thomas Jefferson and the Classics," J. W. Spaeth, Jr.
- May, 1943, "Latin in Postwar Education," W. R. Agard.
- October, 1943, "The Classical War Front," B. L. Ullman.
- October, 1944, "A Practical War Use for Latin and Greek," L. B. Lawler.
- November, 1944, "Latin as an International Auxiliary Language," W. A. Oldfather.

N. B.—This is but a brief selection from late issues. There are many other helpful articles in the *Classical Outlook* and in the *Classical Journal* as well.

Package Loan Library Bureau, Extension Division, The University of Texas, Austin, Texas.

Given by the University Classical Club for the use of high schools, the following books may be borrowed by paying the postage both ways:

Abbott, F. F., *Roman Politics*. Shows influence on western law and political institutions.

Collingwood, R. G., *Roman Britain*. The best short account, with a good bibliography.

Dobson, J. F., *Ancient Education and Its Meaning to Us*.

Mackail, J. W., *Virgil and His Meaning to the World Today*.

Marsh, F. B., *Modern Problems in the Ancient World*.

Rand, E. K., *Ovid and His Influence. Ovid and Modern Poetry*.

Rolfe, J. C., *Cicero and His Influence*.

Scott, J. A., *Homer and His Influence*.

Showerman, Grant, *Rome and the Romans*.

Material in Package Form: Classical Influence on American Architecture, Classical Influence on English Literature.

Fiction about Caesar and the Romans in Britain.

- Anderson, Paul L., *Swords in the North*, Appleton, \$2.00.
 Anderson, Paul L., *With Caesar's Legions*, Appleton, \$1.50.
 Anderson, Paul L., *With the Eagles*, Appleton, \$1.75.
 Anderson, Paul L., *For Freedom and for Gaul*, Appleton, \$2.00.
 Bentley, Phyllis, *Freedom, Farewell*: Macmillan, \$2.50.
 Bishop and Brodeur, *The Altar of the Legion*, Little, Brown, & Co., \$2.00.
 Hannah, I. C., *Voadica, a Romance of the Roman Wall*, Longmans, \$2.00.
 Henty, G. A., *Beric the Briton*, Scribner's, \$1.50.
 Mainzer, *Caesar's Mantle*, Viking Press, \$3.00.
 Marston, Wm. M., *Venus With Us*, Sears Publishing Co., N.Y., \$2.00.
 Mitchison, Naomi, *The Conquered*, Harcourt, Brace, and Co., \$2.00.
 Snedeker, Caroline Dale, *The White Isle*, Doubleday, Doran, \$2.00.
 Wells, R. F., *On Land and Sea With Caesar*, Lathrop, Lee, and Shepard, \$1.50.
 Whitehead, A. C., *The Standard Bearer*, American Book Co., \$0.72.

Sabin, Frances E., *The Relation of Latin to Practical Life*, Baker, Taylor Co., N.Y., or M. R. Sabin, Jonesboro, Tenn., \$2.00.

Concrete illustrations in the form of an exhibit—the groundwork for all programs, projects, and exhibits on the influence of the classics upon our culture and its uses in daily living.

Sherman, Charles P., *Roman Civilization in the Modern World*, Tuttle, Morehouse, and Taylor Co., New Haven, Conn., \$2.50.

Though questionable in a few details, this book offers a brief, helpful survey of the vast debt of modern civilization to the Roman. The author is a professor of law in Boston University.

PROGRAM SUGGESTIONS FOR LATIN WEEK

1. Caesar as a Military Commander.
2. Pre-Roman Britain.
3. Druidism in Britain.
4. Stonehenge.
5. Roman Conquest of Britain, 54 B.C.—85 A.D.
6. Town and Country Life in Roman Britain.
7. Roman Walls.
8. St. Patrick, a British Missionary.
9. St. Augustine and the Christianization of England.
10. Stories from Alfred and Bede.
11. Effect of the Norman Conquest on the English Language.
12. The Influence of the Classics on English Literature.
13. The Influence of the Classics on English Architecture.
14. The Influence of the Classics on English Laws and Political Institutions.
15. The Classics and Modern Scientific Terms.
16. A review of any of the articles from the *Classical Outlook*.
17. A review of some novel or reference title from the bibliography.
18. Playlets based on Caesar, selected or original.
19. Readings from Shakespeare's *Julius Caesar*.
20. Caesar and Eisenhower in Gaul—a Comparison.
21. Roman Roads and Christianity.
22. Boadicea, the Warrior Queen.



Paris High School Broadcast over KPLT
Latin Week, 1944

From Miss Anna Gardner, R. L. Paschall High, Fort Worth: "We plan to have an Assembly program to bring out the debt our language owes to the classical languages through Caesar's and other invasions (especially 1066). Two J.C.L. members are writing playlets on this subject. Poems on Caesar, a skit on the Ides of March, and other suggestions, are being made. I am offering Webster's Collegiate Dictionary as a prize to the Latin student for the best booklet on vocabulary study, to be made of clippings from the headlines, and limited to words that have a Latin basis. These may be words with little change of meaning since Caesar's day, 100 words attractively presented, or 100 words that have changed greatly in meaning since that time."

From Miss Ida McCain, Texas Junior High, Texarkana: "I plan to have my pupils wear tags saying '2000th Anniversary.' Naturally, they will provoke the question, 'Anniversary of what?' Then the pupils can explain."

Mrs. Norine P. Morris, teacher of Latin at Greenville High, has made interesting plans. The auditorium programs for the week have been turned over to the J.C.L. There will be a quiz program on Latin background in each activity room, with prizes presented on the general assembly program. "We are going to hold open house the entire week and invite those sophomores who are having study halls at the periods when there is a first or second year Latin class to visit with us in small groups and see the work that is being done. Other events include a tea dance in the gymnasium, called a 'Stamp Stampede,' the admission price being a defense stamp, with one of the classes selling cold drinks; also a beauty contest, called 'The Judgment of Paris,' with entries from the entire school from which the last week three will be selected. The winners will be presented in assembly with prizes from the J.C.L. president. Votes will be sold for five cents. The J.C.L. also is honoring the senior Latin students with a progressive dinner and dance. We shall have displays in the corridor cases and on all bulletin boards. My hope is that our plans and deeds will further the cause of Latin in Greenville."

Letter from Robert E. Lee High School, Goose Creek, Texas:

Dear Mrs. Shepard:

I am afraid my correspondence with you has not presented a true picture of our J.C.L. Chapter. My correspondence has been slow, brief, and dull; but my club is wide-awake and extremely active.

Perhaps the following notes will prove that we are doing a great deal to promote the Latin cause:

Since September our club has earned \$225. We plan to raise \$75 more and spend the \$300 decorating and equipping our class and club room. We intend to have the most attractive and livable room in the building—a room that will be a fitting testimony to our interest in Latin.

We are hoping that we might have the Latin Tournament again next year—the war permitting, of course. We want to make it well known now that we want to be hosts to this region once the tournament is resumed.

Our \$18.50 war bond for the fellowship is ready to join the others from all over the State.

We respectfully, but urgently, recommend that the *Torch* be published each month, rather than three times a year. We are ready to contribute financially.

I am happy to report that I am teaching four prospective Latin teachers. My pupils are really “sold” on the value of Latin. It is really the most widely discussed and frequently mentioned subject in this community.

Our Calendar, Latin Week, 1945

Sunday, 11:00 A.M.—Something we have never done before. All J.C.L. members will attend same church in a body. Especially prepared sermon.

3:00 P.M.—Open house for parents.

Monday, 7:30 A.M.—Spot announcement on radio concerning Texas Latin Week.

4:00 P.M.—J.C.L. Council meeting.

8:00 P.M.—Entertain soldiers at air base.

All day—Prepare exhibits: Library exhibit, cafeteria exhibit, bulletin board displays, downtown exhibit, display cases, posters in all schools, downtown survey, issue Latin Week badges.

Tuesday, 11:00 A.M.—Regular meeting of J.C.L. Speaker from Galveston (Priest).

12:00 M.—Lions' Club.

3:00 P.M.—Assembly in Baytown Junior High. Presentation of awards to contest winners. Value of Latin.

8:00 P.M.—Host to Science Club at Star-Gazing Party. (Mythology in the Skies.)

Wednesday, 10:30 A.M.—Presentation of awards at Horace Mann Junior High.

12:00 M.—Rotary Club.

5:15 P.M.—Fifteen-minute Radio Program.

6:00 P.M.—Theater party.

Publish Latin Department edition of “Lee Hi-Lites” in local newspaper.

Thursday, 11:00 A.M.—Assembly program, Robert E. Lee Senior High School.

Friday, 11:00 A.M.—Another R.E.L. Assembly.

8:00 P.M.—Community Box Supper, and Ranch Party in Gymnasium.

Saturday, 6:00–12:00 A.M.—Sunrise breakfast and playday. Swim party at Lyondale Park. About 150 prospective Latin students will be guests.

8:00 P.M.—Annual Banquet. Presentation of awards, etc.

We present trophy cups containing five silver dollars and a “greenback” to winners of contest in which each ninth-grader lists “Reasons Why I am Going to Take Latin,” or “Reasons Why I am Not Going to Take Latin.”

Sincerely,

SHERMAN CHILDRES,
Teacher of Latin.

THE AMERICAN ACADEMY IN ROME

The American Academy in Rome, begun in 1894 as the American School of Architecture in Rome, was founded in 1897 for students of Architecture, Painting, and Sculpture. In 1912 it united with the American School of Classical Studies in Rome, founded in 1895, retaining its title and organizing the two branches known as the School of Fine Arts and the School of Classical Studies.

To us, the part of the American Academy in Rome that is of most concern is the School of Classical Studies. This offers an inspiring opportunity of studying Roman civilization at its center, of tracing the origin, growth, and decline of Rome from its actual remains, of knowing the painting, sculpture, and architecture of Rome on the spot, of reading Cicero, Virgil, Horace, Livy, Tacitus, and the rest where they lived and wrote. It is a magnificent experience. The school is open to all qualified students, but graduates of institutions that support it have distinct advantages. They pay no tuition fees, enjoy special privileges, and are eligible for the fellowships.

What does a Fellowship offer? It offers an annual stipend of \$1250, with a travel allowance of \$300, two or three years of study with living quarters furnished at the Academy, travel throughout Italy, Greece, and the Mediterranean, association with scholars, artists, and men of letters, and on the completion of one's work the coveted degree, Fellow of the American Academy in Rome (F.A.A.R.).

To whom is a Fellowship open? A Classical Fellowship is open on a competitive basis to unmarried men and women between the ages of twenty and thirty who are graduates of a membership college and show special fitness for the study and investigation of the archaeology, literature, or history of the classical and later periods.

What is a membership college? Colleges and universities that pay dues of \$250 annually or \$7,500 for a membership in perpetuity hold participating membership in the Academy, with a voice in its management. *Only their graduates may compete for the fellowships.*

For fifty years the Academy has had no supporting institution in Texas. Shall this always be so? Why should not The University of Texas be added to the 38 leading universities and colleges of the United States whose graduates may attend it on the best footing? It can be done by paying the annual contribution, but much better through an endowment of \$7,500. To secure so large a sum will require effort, but if we contribute ourselves and interest our well-to-do friends, it can be done. If it were possible for every teacher of Latin, every school where Latin is taught, and every Latin Club or Junior Classical League to contribute one \$18.50 war bond, we should have the whole sum. Three hundred such bonds in twelve years would make the endowment. But why wait twelve years? Let's raise the \$7,500 and make this the most memorable Latin Week in the Nation! Texas will then be giving a striking proof that it has an interest in something besides the development of its natural resources. As a matter of fact, it can do both. Texas is a rich State, and its wealth is growing steadily.

What kind of bonds shall we buy? Only Series F, as follows:

Issue price	Maturity value
\$ 18.50 -----	\$ 25.00
\$ 74.00 -----	\$100.00
\$370.00 -----	\$500.00

etc.

How shall the bonds be made out? This is important! Make them exactly as given below:

Texas Classical Association, an unincorporated association
Austin, Texas

To whom shall the bonds be sent? Mail them to Dr. D. A. Penick, Professor of Classical Languages, Main Building 2707, The University of Texas, Austin 12, Texas. Dr. Penick will receive the bonds, make a list of the serial numbers, and make an honor roll of all contributors. Be sure to send the name of each school, organization, or person contributing. The University will store the bonds in its vaults for us.

If you prefer to send a check, send it also to Dr. Penick, but add five cents extra for bank charges on out-of-town checks.

How do we get the membership? When we have the sum total of \$7,500, it will be made over by a responsible officer of the Texas Classical Association to the General Secretary of the American Academy in Rome, who has an office in New York City, for a membership in perpetuity for The University of Texas.

MONEY-MAKING IDEAS FOR LATIN CLUBS

1. Sponsor a movie, preferably with a Roman background, and sell tickets.
2. Have a "Grand Prize of Rome" Assembly. Tell the purpose of the bond drive. Have a peppy program and charge a small admission. (The Classical Fellowships are called "Grand Prizes of Rome.")
3. Sell Latin Week tags. Get the whole school to buy and wear them.
4. Sponsor a gym dance and sell "pop" and home-made refreshments.
5. Sponsor a mock gladiatorial show in the gym, asking all the athletes to help. Charge a small admission.
6. Have a treasure hunt with mythological clues, and charge a small fee for couples. End up at the gym and dance.
7. Sacrifice a small part of your week's "pin money" to the drive.

"The best use of a life is to spend it for something that outlasts it."

"Non omnis moriar": Every student who participates in the Latin Week bond buying has a right to lay claim to Horace's eternal statement. If not himself, through another he will mount the steps of the Capitoline in Rome and relive the glories of the ancient city.

AN INCOME TAX SUGGESTION

Do you know anyone worried over a big income tax? Why not ask him to help in the membership drive? Money contributed for educational purposes is "deductible."

PRIZE IDEAS FROM THE 1944 CELEBRATION

Create interest! Make plans some weeks ahead!

Paris High led up to Latin Week in six issues of their newspaper, *Hodie et Heri*, before the special Latin Week edition, and gave copies to non-Latin students, especially eighth graders. The week-end before, they placed attractive posters in every room of the high school, along with Latin sayings in colored crayon challenging all to study Latin to be able to read them.

Create interest! Wear tags all week! Give favors!

Goose Creek, Wills Point, and Waco had ribbon badges with "Latin Week" printed on them; Paris' printed tags, furnished with the compliments of a business firm, read: "Latin Week. Lingua Latina ad Bellum it. Your Best Choice is Latin," and fines were collected for the Club fund for not wearing them.

Paris gave to all guests at the Open House pencils printed with "Paris High School Latin Club." Goose Creek presented to all who visited their Library display bookmarks stamped with "Texas Latin Week." (This same

stamp was used on the back of all personal letters mailed by Latin students during the week.)

Create interest! Use contests!

During Latin Week every English teacher in Paris High co-operated by giving word tests to every English student, 695 in all. The tests for freshmen and sophomores were prepared by the Latin teachers and were designed to show the relation of English to Latin. The others were general in nature. "The grades were not high, but on all tests Latin students made double the percentage of non-Latin students."

Goose Creek sponsored essay contests and gave \$20 in prizes to the winners. The subject for ninth grade non-Latin students was "Why I Plan (or Do Not Plan) to Study Latin." The tenth grade, also non-Latin, wrote on "The High School Student's Obligation to Democracy."

Create interest! Give an Assembly Program!

Only nine schools reported on their activities, and nearly all gave Assembly programs planned with serious intent or for fun. Some made up their own skits and playlets; others used material from the Service Bureau. *Wills Point* held a patriotic rally sponsored by the Latin students, in which \$399.55 worth of bonds and stamps were purchased. Four students representing ancient spirits made the appeal. *Hogg Junior High* at Tyler gave an original playlet, "The Case Against Latin." *Marshall* gave three comic skits and a pageant, "The Spirit of Ancient Rome." *Paris* had a football game blessed by the gods from Olympus. *Austin* gave four performances of a skit, "Magic Toga," and repeated it at *Allan Junior High*. *Goose Creek Latin Club* carried out a dedication program of a Service Flag, a project of the Club. *Conroe* was unable to give during Latin Week its very clever playlet, "Caesar and Hitler Meet in Hell." *Waco* gave a playlet "Myths in Bloom" as their part of the Senior Recognition Day program and presented the Eta Sigma Phi award to the senior honor student. *Thomas Jefferson* at Port Arthur held Open House in the auditorium. The Principal talked on the values of Latin, and a skit with musical numbers followed.

Create interest! Hold an Open Forum!

Thomas Jefferson High at Port Arthur invited a prominent speaker of their town to lead a discussion on "The Value of Latin in the Modern Day World." A large and appreciative audience took part.

Create interest! Hold an Open House! Display exhibits!


Several schools had varied Open House programs. *Conroe* gave a tea honoring parents and faculty, where all the house party wore Roman dress. *Waco* honored the parents of Latin students with a program and tea. Original drawings in rhyme of "Aeneid with apologies to Virgil" were shown on a projector by the creators, four senior students. A skit, "Trial of the Latin Language," was given. *Paris* held Open House for parents, friends, and eighth-grade students, and 227 guests signed the guest books. Pencils and bookmarks were given as favors. The program consisted of songs, skits, and a panel discussion on the "Value of Latin Today," given by four former Latin students. *Wills Point* students honored their mothers with a tea and program.

All schools had an interesting and colorful exhibit. Two sent photographs, *Paris* and *Waco*. *Austin* had for its posters the theme "Latin Lives On." *Waco* displayed in the vocational cases posters on "How Latin Helps in Sixteen Careers." *Thomas Jefferson High* at Port Arthur showed models of Roman weapons, a workable water clock, and figurines in Roman dress. *Conroe* exhibited a miniature Roman library, a small replica of the Roman Forum, and a miniature camp. *Paris* created interest by changing its case displays daily. *Goose Creek* had several unusual displays to report, as follows:

Cafeteria Exhibit: A large menu 28" × 36" with the caption Texas Latin Week contained the equivalents in Latin of the foods served. A card bearing the Latin name of a particular food was placed near that food. There were 18 of these.

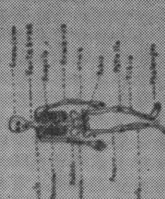
WHAT ARE YOU GOING TO BE?

HUMAN BEING?



Human beings are the only animals on earth that have the ability to think and reason. They are also the only animals that have the ability to create art and culture. This is why we are so special.

DOCTOR?



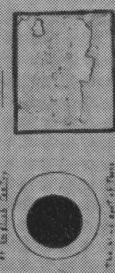
Doctors are the people who help us when we are sick. They use their knowledge of the human body to diagnose and treat our illnesses.

ARTIST?



Artists are the people who create beautiful things. They use their imagination and skills to make art that we can all enjoy.

TEACHER?



Teachers are the people who help us learn. They share their knowledge and experience with us so we can grow and learn.

ADVERTISING MAN?



Advertising men are the people who help companies sell their products. They create ads that catch our attention and make us want to buy.

PHARMACIST?

Pharmacists are the people who dispense medicine. They make sure we get the right medicine for our illness.

Aspirin	100 mg	100 mg
Codeine	15 mg	15 mg
Penicillin	250,000 units	250,000 units
Salt	100 mg	100 mg

CHEMIST?

Chemists are the people who study the properties of matter. They discover new materials and medicines.

ARCHITECT?



Architects are the people who design buildings. They make sure buildings are safe, functional, and beautiful.

LATIN WILL HELP.

Waco High's Exhibit
Latin Week, 1944

Trophy Case Exhibit: We "took over" a trophy case near the main doors of the building. On one shelf, we had an excellent exhibit on *Awards Which Only Latin Students* can receive, the silver key, three other medals, three ribbons, honor certificates, the J.C.L. pin and membership card, etc. The other shelves bore models showing clothing, home life, etc., of the Romans. A scene depicting the chariot races was especially good.

Down Town Exhibit: In one of the windows on the busiest corner of Goose Creek we had a large exhibit contrasting modern warfare with that of the Romans of Caesar's time. Models of Roman implements of warfare were shown to be the forerunners of our modern machines. A complete battle scene was depicted in which miniature Roman soldiers with their shields, swords, various machines, etc., were pitted against a group of modern soldiers with their modern war machines. Large posters bearing the Latin mottoes of some of our branches of service were placed in the window. Our radio program was advertised in this exhibit by an attractive poster.

Create interest! Visit the Junior High Schools!

The eighth and ninth grades were especially favored during Latin Week. Their rooms were adorned with apt and colorful posters, and they were honored guests at Assembly programs, at teas, and Open House. Latin enthusiasts from Senior high talked to them on the value of Latin, the fun of Latin Clubs, the honors to be won, the cultural delights to be shared. They received extra copies of Latin newspapers: "Hodie et Heri" at *Paris*, "The Key" at *Goose Creek*, the excellent special edition of *Waco's* printed "Nunc et Tunc." At the close of Latin Week, *Marshall* had 57 new enrollees for next year's Latin; *Wills Point*, a good increase.

Create interest! Broadcast! Talk to Service Clubs!

Not all schools had a public address system, but those that did made splendid use of it to announce the aims and activities of Latin Week and to invite the student body to view the exhibits and attend the Assembly program. *Austin* made daily talks, and *Conroe* had an announcer, called Nuntius Romanus, who proved to be a very live Roman in his daily banter.

Four schools were privileged to give radio broadcasts and thus reach a wider audience. *Goose Creek* talked on "Why Latin in Wartime Education?"; *Paris*, "Ancient and Modern Languages in Wartime"; *Waco*, "Latin in the News"; *Austin* gave a short skit with Latin songs.

Service Clubs offer a field for arousing interest in the values of Latin. *Waco* seniors gave talks to Kiwanis and Junior Chamber of Commerce. *Conroe* gave a playlet to the Lions' Club after Latin Week.

Create interest! Use newspaper publicity!

The value of carefully edited and timed newspaper publicity cannot be too greatly stressed. *Waco* might be taken as a model in this respect, with eleven excellent press articles during the week in school and town papers. Other schools making good showings were *Paris*, *Conroe*, and *Goose Creek*.

Create interest! Have a Roman Banquet!

The climax of Latin Week for several schools was a Roman banquet. These for the most part followed the same pattern of Latin place cards and menus, an *arbiter bibendi, vinum* (of sorts) for toasts, a speaker, local or guest, and the award of prizes. *Conroe* had an unusual place card, a miniature scroll, which unrolled held the Latin menu. The students here wore Roman costumes. "We covered ourselves with sheets and glory." *Waco* gave as awards a sterling silver key for the most outstanding member of the J.C.L., and to others a Latin Birthday book, Virgilian book-plates, and war stamps.

Instead of a banquet, *Austin* had a picnic and *Port Arthur* a breakfast. The latter gave books on mythology as prizes for the best posters.

Other celebrations were a star-gazing party at *Goose Creek*, coupled with a wiener roast, and a sports day in the gym at *Port Arthur*, with a bag lunch, followed by a treasure hunt with mythological clues. *Paris* invited the high school to a movie after school, where slides were shown on ancient Rome and scenes from modern Italy.

CAESAR AND HITLER MEET IN HELL

By

Ilanon Moon, Teacher of Latin
Conroe High School

(The stage is lighted in an eerie red. Caesar is seated in the center reading a book. Enter Pluto from left.)

Pluto (*Genially*)—Good morning, Caesar.

Caesar (*Loking up*)—Good morning.

Pluto—What are you reading?

Caesar—My own writings—the *Gallic Wars*.

Pluto—Serves you right. Many a kid has been tormented with that thing.

Caesar (*Defensively*)—It's good Latin.

Pluto—Sure, it's good Latin. That's why the kids can't read it.

Caesar (*Closing his book and propping his elbow on it*)—You know, Pluto, for two thousand years, I've been wondering why I'm in hell. (*Leans back in his chair*)—I was a good Roman. I defended and expanded the empire. I was kind to my friends, and just to my enemies,—sometimes even generous to my enemies. I was a statesman, a gentleman, a good husband, and a master of Latin prose. My writings, furthermore, are authentic. I didn't color history to fit my fancies.

Pluto (*Drops his right elbow in the palm of his left hand and taps his chin thoughtfully facetious*)—Didn't you fight the Germans?

Caesar (*Indignant*)—Certainly, I fought the Germans. You don't consider fighting Germans a sin, do you?

Pluto—No, no indeed. In fact, that's good. That's excellent.

Caesar (*Puzzled*)—Then why am I in hell?

Pluto—Yor — — —

Imp (*Entering excitedly from right and bowing to floor*)—Pluto, your majesty, there's a man in the entry just about to take the roof off hell.

Pluto (*Starts out hurriedly and calls back to Caesar*)—I'll tell you later, Caesar. (*He leaves at right.*)

(Caesar opens his book and begins to turn the leaves absently. At right, Hitler enters, gesticulating wildly, sputtering and shouting in supposed German.)

Caesar (*Looks up calmly from his book and surveys Hitler with mild curiosity. Hitler stops and stares at him. In a bored voice Caesar says*)—Another fool German. Hell's been absolutely overrun with you fellows lately. If Stalin doesn't stop that Russian offensive, we'll have the whole Third Reich down here.

Hitler (*Rears back proudly*)—Ve haff sent a few of doze Russians down here, too, haffen't ve?

Caesar—Yes, but we don't mind Russians. They are not as malodorous as you Germans.

Hitler (*Puzzled*)—Vatt iss malodorous?

Caesar (*Sarcastically*)—Of course, an ignorant guttersnipe like you wouldn't understand a Latin word; in fact, two Latin words. Malodorous is a combination of the Latin word *malus* which means "bad" and *odorare* which means "to smell." (*Disgusted*)—In other words, "you stink."

Hitler (*Raging and gesticulating*)—Who are you to say doze insults to me?

Caesar (*Eying him with an air of calm superiority*)—Who are you?

Hitler (*Expanding and patting his chest*)—I'm Adolph Hitler, ruler of the world.

Caesar (*Coldly correcting him*)—You mean the attempted ruler of the world. You'll find several of us scattered around in hell. (*Looking around in all directions*)—Alexander, Napoleon, and Kaiser Bill are around here somewhere.

Hitler (*Coming closer and looking at Caesar*)—Who are you?

Caesar (*Bored*)—I'm Julius Caesar.

Hitler (*Vindictively*)—Never heard of you.

Caesar (*Calmly superior*)—Of course not. They don't teach Caesar to fifth-graders! (*Sarcastically*)—But I know you and your tribe. I wrote a book about you two thousand years ago. You damned Germans are the same now as you were then. (*He flips through the pages of his book*)—Here's a page from Book Six that reads like 1944. (*He reads.*)

"Their states account it the highest praise to devastate their neighbors' borders. They think it the true sign of valor when their neighbors are driven to retire from their lands. Acts of brigandage committed outside the borders of their own state involve no disgrace." (*He closes the book with an air of having offered sufficient proof.*)

Hitler (*Smiles delightedly*)—Dot's ve Germans all right.

Caesar (*Watching his pacing with a mixture of disgust and amusement*)—Two thousand years is all the knowledge I have of German history. But judging from that, I would say the Germans have two fundamental weaknesses.

Hitler (*Stops strutting and turns toward him quickly*)—Vat? Weakness? Der iss no veakness in Germans!

Caesar (*Dryly*)—Then why don't they win their wars?

Hitler (*Flies into a rage, walks the floor, bellows guttural syllables, shakes his fists and gesticulates. Finally he comes closer to Caesar*)—Vel, vot are our weaknesses?

Caesar (*Leans back and eyes him coolly*)—You Germans have no manners, and you have no sense of humor.

Hitler—Ach Himmel! (*He is off again with the raging. Caesar begins to laugh. As Hitler rages more, he laughs louder.*)

Hitler (*Stops and glares at him*)—You are not laughing at me? I haff never been laughed at!

Caesar—That's what you think! (*Points to his mustache, his hair, his clothes, and laughs more.*) You're the funniest little man I ever saw.

Hitler (*Walks the floor and rages again. Pluto enters from right Hitler sees him. Shaking all over, he raises his hand in the Nazi salute*)—Heil, Pluto.

Pluto (*Frowning furiously*)—Don't you Heil me. It's enough to have hell full of Nazis without having you heiling all over the place. (*Hitler takes his hand down in a slow quiver.*) Furthermore, you tell all your accursed Nazis that every time I see a heil salute, I'm going to jerk their arms off. Now get out of here. (*He moves meancingly toward Hitler*)—Line to the nitric acid pit forms at the left.

(*Hitler turns and starts grovellingly off at left. Pluto follows him and kicks him in the pants, then turns with annoyance to Caesar.*)

Pluto (*Irritated*)—As for your Caesar: You're in hell because you didn't kill enough Germans.

Black out.

A FANTASY

(Arranged by Minnie Lee Shepard)

Setting: Autumn, 55 B.C. The deck of a Roman warship at anchor off the White Cliffs of Dover.

Narrator: Off this lonely, forbidding coast of Britain where rugged, white cliffs dip their feet into the white-capped breakers, and circling seagulls scream, a mighty host of ships appears. A countless number covers the whole sea! Long Roman galleys with their rows of sweeps, crowded with soldiery, their standards and spear-points gleaming. Around them, low in the water, the broader transports, their great mainsails rounding out to the breeze.

On deck of the foremost paces impatiently the spare figure of Caesar, the commander. He alternately scans the frowning cliffs and the horizon to the east. Suddenly he speaks as if to himself:

Caesar: "What, no sign of those laggard cavalry transports yet? I dare not attempt a landing here without them. One more hour I'll wait, and then I'll find a place to land without them. Turn back? Never, by Jupiter!"

Narrator: Suddenly he is seen to shiver. He wraps his cloak more closely about him, sits wearily down on a stool, his gaze fixed upon the white cliffs. A mist appears before his eyes, and ghostly forms speak in words strange and yet not wholly strange.

The first is that of a British warrior queen, Boadicea, bleeding from Roman rods. (Adapted from Cowper's *Boadicea, an Ode.*)

Boadicea:

"Rome shall perish. Write that word
In the blood that she has spilt;
Perish, hopeless and abhorred,
Deep in ruin as in guilt.

"Rome, for empire far renowned,
Tramples on a thousand states;
Soon her pride shall kiss the ground.
Hark! the Gaul is at her gates.

"And the progeny that springs
From the forests of our land,
Armed with thunder, clad with wings,
Shall a wider world command.

"Regions Caesar never knew
Our posterity shall sway;
Where his eagles never flew,
None invincible as they.

"Ruffians! pitiless as proud,
Heaven awards the vengeance due;
Empire is on us bestowed,
Shame and ruin wait for you!"

Narrator: The queen departs, calling down the vengeance of the gods upon Caesar and the Romans. There enters behind her a monk, clad in a long black robe, with manuscript and quill. He sits at a table and reads as he writes. We know him as The Venerable Bede.

Bede, a venerable old man: "We must not omit to mention the opinion, which has come to us by the tradition of old men, concerning the blessed Gregory: by what cause he was induced to take such an earnest care about the salvation of our nation. They say that chapmen one day had newly come thither from Britain, and brought many market things to market; and also many came to buy the things. Then it happened that Gregory, among others, came thither also, and then saw among other

things boys for sale set there, who were persons of a white body, fair countenance and fine hair. When he saw and beheld them, he asked from what land, or from what nation they were brought. It was said to him that they were brought from the island of Britain, and that the inhabitants of that island were men of such complexion. Again he asked whether the same land's folk were Christians or yet lived in the errors of heathenism. It was said and told to him that they yet were heathens. And he then from his inward heart sighed heavily, and thus said: "Alas! it is a woeful thing that the prince of darkness should own and possess so fair a soul, and persons of so bright a countenance." Again he asked what the nation was named which they came from. Then it was answered him that they were named Angli. "Well may it be so," quoth he, "for they have angelic looks; and it is likewise fit that they be fellow heirs with the angels in heaven." (King Alfred's Version.)

(*Turning a page, Bede reads on.*) This is an incident of the visit of Paulinus, who, in the year 625, during the reign of King Eadwine of Northumbria, came to England as a missionary from Pope Gregory. "The king, hearing these words, answered that he was both willing and bound to receive the faith which he taught; but that he would confer about it with his principal friends and counselors, to the end that if they were also of his opinion, they might all together be cleansed in Christ the Fountain of life. Paulinus consenting, the king did as he said; for, holding a council with the wise men, he asked of everyone in particular what he thought of the new doctrine, and the new worship that was preached." One chief spoke as follows: "The present life of man, O king, seems to me, in comparison of that time that is unknown to us, like to the swift flight of a sparrow through the room wherein you sit at supper in winter, with your commanders and ministers, and a good fire in the midst, whilst the storms of rain and snow prevail abroad; the sparrow I say, flying in at one door, and immediately out at another, whilst he is within, is safe from the wintry storm; but after a short space of fair weather, he immediately vanishes out of your sight, into the dark winter from which he had emerged. So this life of man appears for a short space, but of what went before, or what is to follow, we are utterly ignorant. If, therefore, this new doctrine contains something more certain, it seems justly to deserve to be followed." (Translation of J. A. Giles.) (*The aged monk ceases to read, folds his manuscript, rises slowly, and moves away.*)

Narrator: History moves on some 750 years, and we meet now an elderly duke, uncle of King Richard II, an "unstaïd youth." Ill and distressed, John of Gaunt expresses his love and concern for England in these imperishable lines.

John of Gaunt:

"This royal throne of kings, this scepter's isle,
 This earth of majesty, this seat of Mars,
 This other Eden, demi-paradise,
 This fortress built by nature for herself
 Against infection and the hand of war,
 This happy breed of men, this little world,
 This precious stone set in the silver sea,
 Which serves it in the office of a wall
 Or as a moat defensive to a house,
 Against the envy of less happier lands,
 This blessed plot, this earth, this realm, this England,
 This nurse, this teeming womb of royal kings,
 Fear'd by their breed and famous by their birth,
 Renowned for their deeds as far from home,
 For Christian service and true chivalry,
 As is the sepulchre in stubborn Jewry
 Of the world's ransom, blessed Mary's Son,
 This land of such dear souls, this dear, dear land,
 Dear for her reputation through the world,
 * * * * *
 England, bound in with the triumphant sea,
 Whose rocky shore beats back the envious siege
 Of watery Neptune * * *

(The voice of the failing man dies out, as he slowly leaves the stage.)
—King Richard II, Act II, Sc. I.

Narrator: The life stream of John of Gaunt, no king himself, but ancestor of some of England's great kingly line, passed on in the space of 200 years into the royal queens, Elizabeth and Mary of Scotland. Accused of conspiring for her cousin's throne, beautiful, ill-fated Mary uttered this prayer before her execution:

Mary, Queen of Scots: Prayer Before Execution

O Domine Deus! Speravi in te,
O care mi Jesu, nunc libera me!
In dura catena, in misera poena,
Desidero te!
Languendo, gemendo, et genuflectendo,
Adoro, imploro, ut liberes me!

"O merciful Father, my hope is in thee!
O gracious Redeemer, deliver thou me!
My bondage bemoaning, with sorrowful groaning,
I long to be free;
Lamenting, relenting, and humbly repenting,
O Jesu, my Savior, I languish for thee!"

(Translation by John Fawcett, 1782.)

Narrator: Again history moves on from 1587 to 1897, a period of 300 years, during which England has spread her rule over an empire over which the sun never sets, even as Queen Boadicea predicted. In this year Queen Victoria celebrates her "diamond jubilee," to which have come representatives of all the colonies and of all the races living under the British crown. Wearied from the tremendous ovation, the aged Queen happily lives over the day.

Queen Victoria: "It's very gratifying, very, to find—after all these years—that they do appreciate all that I have tried to do for them—for their good, and for this great country of ours. We have been so near together today—they and I: all my dear people of England, and Scotland—and Ireland, and the dear Colonies, and India. From all round the world I have had messages. Such loyalty—such devotion! Most extraordinary! Well, I must go now and rest, or I shall not be able to take my place at dinner tonight, and that would never do! . . . So happy! . . . As we were coming back—it was just by Hyde Park Corner, there was a great crowd there; and a lot of rough men . . . broke right through the lines of the police and troops guarding the route; and they ran alongside the carriage, shouting and cheering me. And I heard them say: 'Go it, Old Girl! You've done it well!' Of course, very unsuitable the words, but so gratifying! And oh, I hope it's true! I hope it's true! Hark! They are still cheering. . . . Albert! Ah! if only you could have been here!"

(And the great, wonderful little Lady slowly moves away.) Victoria Regina, by Laurence Housman.

Narrator: June 4, 1940. King Leopold of Belgium has surrendered. The Germans are at Calais, the French and British have fallen back upon Dunkirk, and are evacuated with a great loss of life and of all their materiel. German hordes stand triumphantly before England's seawall, and the Prime Minister comes before Parliament and galvanizes his people and the listening world with ringing tones that shall never die.

Winston Churchill: "Even though large tracts of Europe and many old and famous States have fallen and may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing

strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until in God's good time, the New World, with all its power and might, steps forth to the rescue and liberation of the Old."

Narrator: See how this fighting spirit has stirred the Caesar! He arouses from his trance, eyes fixed again upon the White Cliffs. There in the bright afternoon sunlight, he sees on cliffs and beach the British ranks, strange, wild-looking, long-haired men, the bright armor of the chieftains, chariots with plunging horses, a thick array of weapons. Turning, he gives quick command.

Caesar: "Weigh anchor! We sail up the coast and seek a better landing ground. I would test the strength of yon barbarian hordes:"

Narrator: And all the mighty fleet, eighty ships, no less, move up the coastline, while the watchers on the cliffs stay abreast on shore. Mighty Caesar keeps another date with Destiny, yours and mine!

COMMITTEE MEETING IN WACO

Miss Anna Gardner, President of the Texas Classical Association, is calling a combined meeting of the Association and the Latin Tournament Committee in Waco, April 21st, at 11 o'clock, at the Hamilton House, 1521 Austin Avenue, to discuss problems confronting the immediate and postwar outlook of the classics in Texas. If you cannot attend, please send Miss Gardner a brief report of conditions in your school.

CALLING ALL MEMBERS!

The Texas Classical Association has continued to function for four war years without a regular State meeting, because the officers have been willing to hold over and give time and thought to our needs. With the Latin Tournament suspended, teachers have kept in touch with each other through the yearly committee meeting in Waco and through our publications, the *Latin Leaflet* and *Present Status News*. This year we are sponsoring a Latin Week bulletin instead of the *News*, as a spring issue of the *Leaflet*. These publications deserve your support and cannot function without it. Will you not send your dollar dues both for 1944, if unpaid, and for 1945 to Mrs. H. J. Leon, Main Building 2705, The University of Texas, Austin 12, Texas?

LATIN TEACHERS NEEDED

The need for young teachers of Latin grows more acute! Many calls cannot be filled. The best possible way to replenish our ranks is to counsel students as to their college courses before they leave high school. After they come to college, the Department of Classical Languages seldom gets an opportunity to talk with them before their schedules are made. Latin and Spanish make a particularly good combination in Texas, also Latin and English or History.

LATIN ENROLLMENT UP

Miss Pearl West of Thomas Jefferson High, San Antonio, reports an enrollment of 97 in the first year Latin, 36 in Caesar, and 14 in a combined Cicero-Virgil class. She adds that "Our Principal wishes us to take part in the bond buying. I know of no way the Latin Club can use money more to my liking."

"We can report a 43 per cent increase in Junior High for the first semester, a 9 per cent for the second," writes Miss Ida McCain of Texarkana.

Miss Gardner had 42 in a beginning class the first semester, and has 101 now distributed in a beginning class in divisions one through eight. She is giving private lessons to two young business women, one secretary to the editor of a large newspaper, the other a stenographer employed by a large corporation. Both find that Latin helps them so much that they advocate its compulsory study for all who enter the business world.

A FEW NEWS ITEMS

Mrs. Marian C. Butler, in her second year as Principal of Waco High, has by no means forsaken the Latin cause. "Why was my name left off the *Leaflet* mailing list?" she asks. And again she writes, "I want to be second after you in buying two bonds for such a cause."

Miss Nell Ingram has resigned her work as censor with the government, and is now chief clerk at the Rationing Board in Terrell, her home.

Miss Annie Laurie Walker is now librarian at San Benito High School.

Miss Lourania Miller, Forest Avenue, Dallas, writes: "About Latin Week! We will do something!" The needs of Texas Latin students rank high in priority with her always.

Miss Anna Gardner is the only Latin teacher in Fort Worth on the textbook committee, and she feels more competent since "we made that careful study of Latin textbooks in the Teachers' Conference Course."

Miss Doris Thompson, Waco High, though busy with the February issue of *The Torch* for the J.C.L., writes that the plans for Latin Week had stirred her to action.

Dr. A. P. McKinlay, who was with us at the University last year, sends greetings from his home at Los Angeles to all his Texas friends, whom he misses.

Miss Martha Hankins of Paris High is working hard to get the J.C.L. pen-pal idea started in her district among schools where there is no chapter.

Miss Elor Osborn and Waco High continue to publish their excellent newspaper, *Nunc et Tunc*.

Her many friends will be glad to hear that Mrs. Myrtle Clopton, though unable to resume as yet her classroom teaching, has a private class in Latin.

Editor's Note: Last year only nine schools out of some 250 in Texas that teach Latin sent in reports of their Latin Week activities. These nine are featured in this bulletin, and all must admit that their programs and exhibits were superb. But we feel sure that many other schools have excellent ideas, also, and we expect at least ninety and nine reports on this year's Latin Week activities. "O faustum et felicem hunc diem!"

