

UNIVERSITY PUBLICATIONS
University of Texas
AUSTIN 12

The University of Texas Publication

No. 4638

October 8, 1946

UNIVERSITY PUBLICATIONS
University of Texas
AUSTIN 12

THE TEXAS 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

O. W. Reinmuth, Editor
W. J. Battle, H. J. Leon, Mrs. Minnie Lee Shepard,
Anna Gardner (*ex officio*), Associate Editors

Fall Number

1946

Price Ten Cents

Additional copies may be obtained from University
Publications, The University of Texas

UNIVERSITY PUBLICATIONS
University of Texas
AUSTIN 12



UNIVERSITY PUBLICATIONS
University of Texas
AUSTIN 12

UNIVERSITY PUBLICATIONS
University of Texas
AUSTIN 12

PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH AND ENTERED AS
SECOND-CLASS MATTER AT THE POST OFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912

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

OUR LINE OF ACTION

Emerging from the discussion by the members of the Texas Latin Tournament Committee and the Executive Committee of the Texas Classical Association at Waco, April 27, 1946, concerning the resumption of the Latin Tournament (*s. v. Minutes of the Joint Meeting* of these bodies in this issue), two actions were taken: first, not to conduct a tournament in 1947, and second, to devote the *Fall Number* of the *Texas Latin Leaflet* to a consideration of the standards, the best means of achieving them, and the problems in Latin teaching.

The action of the Joint Committee does not mean that we are "junking" the Tournament—indeed we shall doubtless wish to resume it in some form in the future—but that we are taking time out to re-examine and re-appraise the standards which are the basis for our work. The Latin Tournament carried on so long, so successfully and so productively, fulfilled a valuable purpose: it served as a guide in determining standards and as a means of reaching a certain uniformity of standards in the various schools of the State. The Tournament also aroused considerable interest and much stimulating competition among our Latin pupils. A majority of the Joint Committee felt, however, that the conduct of both a Tournament and a strong Latin Week program divided available energies for extra-class activities, and, therefore, decided to devote all efforts to an energetic Latin Week program.

A reconsideration of our objectives in concrete terms of what? how much? in what order? and in what ways? to teach must be carried out again and again. You and I do it every year we plan our work, nay every day before we enter the classroom. Recently our high schools were "evaluated" but the results have been less than entirely satisfactory from the standpoint of the individual teacher in indicating, much less in establishing norms, both of content and of method in the separate subjects.

Tempora mutant et secum nobis mutandum est. Modification, adjustment, extension, contraction and adaptation are the law of life and of growth. The Classical Investigation did not,—the continuing spate of articles on this matter, does not do away with the need for repeated consideration of the ends toward which we are striving, and the best means of reaching them. Self-examination and self-criticism are necessary supplements to evaluation and appraisal from without. The realization of this fact on the part of the Latin teachers of the State of Texas is the strongest indication of their vigor, of their conscientiousness, of their efficiency in the noble art of teaching.

Textbooks do not offer us much help. Most of them are of the omnibus type,—presenting a plethora of material in vocabulary, inflections, syntax and background (for want of a better term) readings in Roman life. The problem for both the inexperienced and the experienced teacher is the selection of what to teach and the relative emphasis to be placed upon the materials selected. Provision must be made, too, for following up and exploiting the varying interests and abilities of the classes that come to us from year to year.

Failure to organize what is to be taught into a consistent, sequential body of material with easy and natural transitions from what has been learned to what is to be learned is one of the greatest handicaps to successful language teaching. The difficulty we experience in initiating pupils into the reading of Latin, usually Caesar in the second year, stems from the fact that the first year's work has not given them enough practice in handling the vocabulary, forms and constructions which they meet. Second year Latin is our gravest problem both because our objectives have not been focused sharply enough upon what we wish to do in the second year, and because the pupil's facility in handling the language has not yet reached the stage at which he can readily attack the reading he is supposed to be able to do,—that is, the step between the first and the second year is too long.

There are many very valuable things to be taught in first year Latin—so many that it is easy to pay less attention than we must to two essential questions: What is the irreducible minimum in vocabulary, forms, syntax, background material? Is this minimum geared in such a way to the reading planned for the second year that it will mesh smoothly with it? What words, inflections, usages of syntax must be thoroughly taught and learned, which can be explained in passing, and which deferred for later attention?

The establishment of this minimum standard does not mean that we cannot or shall not go beyond it. The stimulating teacher will be on the alert to suggest extensions, additions and relationships in connection with this central body of materials. He will open new vistas of thought and of activity for his more capable pupils. Such incidental teaching often has greater influence educationally than the things which the pupil is "required" to know, merely from the fact that it is not required. By clearly defining what must be thoroughly mastered and by keeping this to a minimum which the "average" pupil of our class can attain, we gain that priceless *sine qua non* for progress: morale building interest, the zest to go on that comes from a sense of achievement. By gearing this minimum body of material to the demands that the reading selected for the second year will make upon the pupil, we guarantee a smooth and facile transition from the work of the first to that of the second year.

I am going on the assumption here that reading is the primary reason for foreign language study and that most of the other values flow from it. If this be true, then it follows that the most important question we can ask ourselves is: what reading and how much reading,—within the compass of the time at our disposal both in class, and in outside study (this latter determined by a realistic appraisal of the conditions actually obtaining in our State) and also under consideration of the average language ability which our pupils bring to their Latin classes will serve as the most efficient vehicle for achieving results of greatest educational value to our pupils,—ability to read Latin, an enlarged and meaningful English vocabulary, effective use of English, and a greater understanding of the living elements in modern western civilization which have come down to us from its Greco-Roman source?

This, then, is the program to which I would like to invite you in succeeding issues of the *Texas Latin Leaflet*: to consider anew along with general objectives, what? how much? in what order? and in what ways? to teach Latin in the high schools of our State. We shall begin with the first two years, but will welcome also suggestions on the third and fourth years. To be of value, *you* and *you* and *you*, must all participate. We must give specific, not general answers to these questions for each year of Latin instruction. Will you, each of you, take time to tell all of us your ideas and your practice in these matters?

Just as the *Texas Latin Leaflet* has in the past admirably served as the *Forum Romanum* and the *Agora* for all things classical in Texas and specifically as a guide in conducting the Tournament, it will so continue to serve, except that the space formerly devoted to the Tournament can now be used for the new program. The *Leaflet*, then, is to be in a fuller sense even than before the *Work Shop* for the Latin teacher.

The change in editors stands in no connection with the program outlined above. Two considerations were involved,—the one of not imposing upon a willing worker, the other that of having a member of the Department of Classical Languages carry on this work. Mrs. Ernestine F. Leon has been, to the best of my knowledge, the editor of the *Latin Leaflet* from its inception to the present. She has brought to her work assiduity, enthusiasm and ability of the highest order both from her practical experience as a teacher and her knowledge of the field of the classics. She has the rare knack of making scholarship serve the ends of the classroom. A casual examination of the various numbers will give some idea of the wealth of valuable material which she and her co-workers have assembled and presented. If the judgment of others is desired, commendation and praise from within and without the State are not far to seek. We bespeak

the continued assistance in contributions and advice of those who have made the *Leaflet* so favorably known in the classical world.

Owing to a number of factors, chief among them the appointment of the new editor by the president of the Texas Classical Association after the end of the school year, and the intervention of the vacation season with its difficulty of getting in touch with teachers, the purpose of devoting this issue to aims, problems and methods of Latin teaching, could not, with the exception of one excellent contribution, be realized. We call on each of you for contributions for succeeding issues.

O. W. REINMUTH.

TEXAS CLASSICAL ASSOCIATION

From our President

To Every Teacher of the Classics:

In the name of the Texas Classical Association, I greet you and extend felicitations. You are to be congratulated on being a member of one of the few sections of the Texas State Teachers' Association that has survived the lean war years and continued to function as an organization. It is my hope that every one of you who can possibly do so, will attend the convention in Houston, November 29-30. A program has been arranged that will afford both information and pleasure. Be one of the one hundred present and renew your professional relations one hundred per cent.

At the meeting in Waco last April, we were reminded that Mrs. Ernestine F. Leon had served as editor of the *Leaflet* for many years and that there were limits in imposing even on a willing worker. Dr. Leon pointed out that it was within the jurisdiction of the president of the Texas Classical Association to appoint a successor. In casting about for some one to relieve Mrs. Leon, it seemed logical for a member of the Department of Classical Languages to carry the burden, since the *Leaflet* is a publication of The University of Texas. Dr. O. W. Reinmuth was named, and takes over the duties of editor with this issue.

We should like to present Mrs. Leon with an orchid in appreciation of her many years of loyal and efficient services to the organization, as editor of the *Latin Leaflet*. Another orchid is due her for serving as Secretary-Treasurer since the resignation of Miss Lucille Paxton early in 1941.

May I bespeak your continued co-operation with the officers of your organization?

Cordially and sincerely,

ANNA GARDNER, President,
Texas Classical Association.

NOVEMBER MEETING—CLASSICS SECTION—TSTA

Time and Place: Friday, 29 November, 1946, Houston, Lamar Hotel, Room 2-A. Luncheon Meeting, 12 o'Clock.

Program and business meeting will continue until 2:30 p. m.

Price of tickets: \$2.00.

Reservations: Double postal cards will be sent to all whose addresses can be obtained by the second week in October. Teachers who have been engaged in war services, or otherwise off the mailing list, are urged to send a postal card to Miss Cora Pearl Penn, Lamar High School, Houston, and make their reservations as early as possible.

PROGRAM OF THE CLASSICS SECTION

Luncheon—12 o'Clock, Lamar Hotel, Room 2-A.

Announcements and Committee Reports.

PROGRAM

1. The Medea Legend in Robert Graves, "Hercules, My Shipmate" (thirty minutes). Professor James F. Cronin, Southern Methodist University, Dallas.
 2. Aims and Activities in Latin Teaching (thirty minutes). Miss Elor Osborn, Waco High School, Waco.
- Unfinished Business—Report of Nominating Committee.

A SUGGESTION FOR ADVANCED LATIN CLASSES

ELOR OSBORN

Waco High School

In my third year Latin classes I find that the pupils enjoy varying the usual class recitation by working on individual projects once or twice a semester. The plan is announced well in advance of its operation, explained and discussed. Each pupil is asked to select a block of Latin which he believes will be most interesting to him, to read or translate it, to do parallel reading or research in English, and finally to present his findings to the class in the most attractive form which he can devise. On open shelves I place all available third year Latin texts along with texts of authors not judged too difficult. I include some second year texts which the pupils have never used. For a week or so in advance the class study period is used by the pupils in examining the texts and making their selections. I give advice when asked and try to steer students toward selections suitable to their ability without being detected. It is understood that the amount of reading required will be gauged by its difficulty.

When the pupil has made his selection, he and I agree (in writing) on how much is to be read and discuss the possible parallels in English. I make it my business to find by research and to suggest such parallels, when necessary. If the author is new to the class, his life and work must be studied and included in the report. When all are ready, we begin work individually. The pupil is expected to work the entire class period and the usual amount at home. He may go to the library during class time if there is need. I move about the class, giving assistance when asked. Each pupil has something in writing so that I can estimate his progress—notes, outlines, translation of a particularly good passage. *Fervet opus*—for pupils and teacher alike.

When the pupil has completed his preparation, he begins to formulate his class presentation. Imagination and originality are at a premium. Then presentations begin. I am always amazed, often delighted, sometimes humbled. After each there are questions and discussion by the class. When a pupil has made his report, he begins some outside reading from a selected list for third year, one of the Paul L. Anderson books or a Caroline Dale Snedeker, perhaps. Sometimes he asks to read a book which has been mentioned by another reporter. This keeps him profitably and pleasantly occupied until the slower pupils have finished their reports.

As illustrations of the type of work done: Some one usually selects *De Amicitia*. First he studies the outline in his text. Then he reads or translates the selections we have agreed on. When he finishes, I give him an English translation of the entire essay to read. Then he reads Emerson's *Essay on Friendship* and compares the two. He may consult Bartlett for famous quotations on *Friendship*, listening for echoes of Cicero. He may recall stories of famous friends (David and Jonathan, Roosevelt and Hopkins) and judge them by Cicero's standards. He will almost certainly try in his report to apply what he has read to everyday life.

Another favorite is Ovid's story of Pyramus and Thisbe. When the entire story has been read in the original, the pupil reads Shakespeare's *Romeo and Juliet* and compares the two. He will then read the parody in *Midsummer Night's Dream*. By consulting the mythology books he will locate other literary illusions and perhaps quotable lines of poetry to use in his report.

Other choices and their parallels might be *De Senectute* (*Life Begins at Forty* and current magazine articles); Ovid's Orpheus and Eurydice story (music and poetry); Pliny's account of his dealings with the Christians (*The Robe*, perhaps, or *Ben Hur*), Livy's hero stories (stories of early American heroes). But the possibilities are almost unbounded and the idea is evident.

LATIN WEEK REPORTS

Preliminary reports indicate that 1946 *Latin Week* was celebrated in more schools than ever before, and with greater enthusiasm and greater encouragement. At an early date we should like an account of all your activities, together with press clippings, programs, favors, badges, etc. It is a good idea to have the secretary of the Latin Club or Junior Classical League responsible for collecting the material and making the report immediately following *Latin Week* each year. A few have done this. May we have the other reports promptly?

Any suggestions for 1947 *Latin Week*? Any plans already made for the year's J.C.L. programs? Please include these also with your report, and send to your State Committeeman, Mrs. Minnie Lee Shepard, Main Building 2606, The University of Texas, Austin 12, Texas.

LATIN ENROLLMENT, 1946-1947

From a few schools over the State come these figures of the current fall enrollment in Latin. The breakdown by classes could not be given in each case, nor could the complete figures for all the schools in one place be obtained in every instance. In most instances, the figures were those of the first week's enrollment. They are, for the most part, encouraging, showing either stability in enrollment or marking increases, in one instance as high as 100 per cent,—in the beginning enrollment in Amarillo.

Place	Total	First Year	Second Year	Third Year	Fourth Year
Austin	210				(combined
H.S.		48	78	16	third and
J.H.		68			fourth year)
Amarillo	200	116	84		
Cleburne	92	46	46		
Corpus Christi	102	57	45		
Dallas	1396	689	569	98	40
Technical H.S.		22	20		
Forest Avenue H.S.		78	39	11	9
Hillcrest H.S.		12	11	4	
North Dallas H.S.		74	88	10	
Sunset H.S.		33	44	36	11
W. H. Adamson H.S.		30	20		
Highland Park S.H., J. H.		45	115	28	10
Hockaday School		34	35	9	10
Woodrow Wilson H.S.		19	59		
Alex W. Spence J.H.		62			
Boude Storey J.H.		14			
J. L. Long J.H.		29			
W. E. Greiner J.H.		34			
Booker T. Washington H.S. (colored)		143	95		
Lincoln H.S. (colored)		60	43		
El Paso H.S.	95	51	41	3	
Fort Worth, Paschal H.S.	155				

Place	Total	First Year	Second Year	Third Year	Fourth Year
Houston	847	463	294	75	15
Lamar H.S.	233		143	75	15
Paris H.S.	111	49	45	17	(combined third and fourth year)
Port Arthur H.S.	147	74	53	20	
San Antonio—					
Brackenridge H.S.	42				
Jefferson H.S.	125				
Texarkana H.S.	53	28	25		
Waco S.H. and J.H.'s		94			
Wichita Falls H.S.	103	20	62	14	7

MINUTES OF JOINT MEETING OF THE TEXAS LATIN TOURNAMENT COMMITTEE AND EXECUTIVE COMMITTEE OF THE TEXAS CLASSICAL ASSOCIATION

The annual meeting of the Texas Latin Tournament Committee and the Executive Committee of the Texas Classical Association was held at the Hamilton House, Waco, on Saturday, April 27, 1946. Miss Anna Gardner, President of the Texas Classical Association, called the meeting to order at 11:15 A.M. The minutes of the meeting of the previous year were read and approved. The secretary-treasurer reported a balance of \$180.59 on hand.

It was agreed that all reports of Latin Week be sent to Mrs. Shepard and appear in the Winter Number of the *Leaflet*.

The following teachers reported on the activities of Latin Week at their schools: Miss Gray, Cleburne; Miss Casey, Austin; Mrs. Ellis, Polytechnic High School, Fort Worth; Miss Gardner, Paschal High School, Fort Worth; Miss Miller, Forest Avenue High School, Dallas; Mr. Wronker, Terrell; Miss Bradford, Highland Park, Dallas; Miss Everett, Sunset, Dallas; Miss Bourne, Tyler; Mrs. Shepard, The University of Texas; Mrs. Sendón, North Junior High School, Waco.

Miss Miller brought regards from Mrs. Clopton. The President asked that greetings be sent to Mrs. Clopton, Miss Penn of Houston, Dr. Battle, Dr. Penick, and Dr. Powers, who were prevented from attending the meeting.

Dr. Leon announced the situation of classical studies at The University of Texas. Enrollment has increased 30 per cent over the last year, with a total of 250 students enrolled in the Department of Classical Languages for the Spring Semester. Elementary courses show the greatest gain. During the Summer Term a teachers' course and a graduate course are to be offered. He also reported on the meeting of the Classical Association of the Middle West and South which he had attended at Cincinnati the previous week.

The Battle Scholarship, amounting to \$100, was announced by Dr. Leon as open to students with an outstanding record in high-school Latin who intend to continue with the study of Latin or Greek in the University.

The University's appropriation of \$100 for publication of the *Leaflet* proved to be insufficient because of the greatly increased cost of production. The deficit of about \$20 may be absorbed by the sale of additional copies.

Mrs. Shepard reported that at least two bonds had been added to the fund for the University's membership in the American Academy in Rome.

Miss Miller expressed the hope that a fund could be raised to insure three annual scholarships for teachers at the Summer Session of the University.

The meeting was adjourned for luncheon and reconvened at 2:30 P.M. The resumption of the Tournament was the first matter to be considered.

It was moved by Miss Hankins and seconded by Dr. Leon that the Tournament be held in 1947. Miss Hankins stated that the teachers do not have the time and energy to carry on both the Tournament and Latin Week. Miss Casey suggested that Latin Week supersede the Tournament. Miss Osborn declared that while both tend to aid Latin study, their purpose is different, inasmuch as Latin Week is more general and popular. Dr. Leon objected that the Tournament should not be considered interchangeable with Latin Week, since the Tournament tends to raise and uphold standards. Miss Hankins confirmed this by stating that the Tournament is a productive of definite results in teaching. Miss Bradfield pointed out that comparative standards are being replaced by absolute standards in the music contest, i.e., a school ranks as A or B, superior or good, not as above another. Miss Casey mentioned the possibility of sending out uniform questions for schools to evaluate their own work. Mrs. Shepard suggested that the fall number of the *Leaflet* be devoted to the discussion of standards and problems which confront teachers. A vote was then taken and the motion to resume the Tournament was defeated.

Mrs. Shepard suggested that a committee be appointed to study the possibility of some type of contest for the fall term. Miss Casey made the motion, which was seconded by Miss Hankins and carried.

Miss Bradfield moved, Mrs. Butler seconding, that the fall number of the *Leaflet* be devoted to problems and standards. This was passed.

There was an informal discussion of available phonographic recordings in Latin and Greek.

The President appointed the following committees:

Nominating Committee: Miss Miller, Chairman; Mrs. Shepard; Mrs. Butler.

Program Committee: Dr. Reinmuth, Chairman.

Mrs. Shepard moved that thanks be expressed to the committee on arrangements for the meeting and luncheon and to Mrs. Butler especially for the flowers and place cards. This was seconded by Dr. Leon and carried by a rising vote.

The meeting then adjourned.

ERNESTINE F. LEON, Secretary.

Present at the meeting in Waco were: Miss Mary Bourne, Tyler; Miss Myrtille Bradfield, Highland Park, Dallas; J. N. Brown, Denton; Miss Mattie E. Brown, Waco; Mrs. Marian C. Butler, Waco; Miss Bertha Casey, Austin; Miss Agnes Edwards, Dallas; Mrs. Bessie Ellis, Fort Worth; Miss Dora Flack, Dallas; Miss Annie Forsgard, Waco; Miss Anna Gardner, Fort Worth; Miss Allene Gray, Cleburne; Miss Martha Hankins, Paris; Dr. and Mrs. H. J. Leon, Austin; Dr. W. A. McDonald, Austin; Miss Lourania Miller, Dallas; Miss Elor Osborn, Waco; Mrs. L. E. Pierce, Waco; Miss Lavinia Rawlins, Dallas; Dr. O. W. Reinmuth, Austin; Mrs. Mary Sendó, Waco; Mrs. Minnie L. Shepard, Austin; Miss Mildred Sterling, Waco; Mr. S. E. Wronker, Terrell.

JUNIOR CLASSICAL LEAGUE CONVENTION AT FORT WORTH

On May 11, 1946, at Paschal High School, Fort Worth, the Texas State Junior Classical League met for its seventh annual convention with 431 delegates representing 18 chapters registering, the largest JCL gathering yet recorded in Texas. At 10:30 Maxine Tankursley, President, called the meeting to order. The invocation, given by John Alexander of Paris, was followed by the singing of a proposed JCL song. The minutes of the 1945 convention were read by Secretary Martha Lou Miller of Waco; Bill Anderson, Treasurer, from Cleburne, gave his report. Two-minute reports of each chapter's activities were then heard, and these committees, Program of Work, Resolutions, and Nominating, adjourned to carry out their duties.

During the luncheon period three prizes for the best scrapbooks submitted, picturing JCL activities of each chapter during the year, were awarded, the prizes being won by Paris High, \$5.00, Waco Senior High,

\$3.00, and Greenville High, \$2.00. Certificates of merit were presented to the member of each chapter earning the most JCL points during the year. Immediately following the luncheon, excerpts from *Julius Caesar* were presented by Paschal High School JCL members.

From 1:15 to 3:30 the main business of the convention was completed. Committee reports were heard, advocating continuance of the publication of the *Torch*, President's Bulletin, Latin Week, the point system, scrap-book contest, percentage of increase in enrollment award, essay contest, pen-pals, and local newspapers. The trophy for the greatest increase in JCL enrollment went to Paschal High, Fort Worth, with a 63.9 per cent increase. The following officers for 1946-47 were elected:

President—Jayne Guynes, Robert E. Lee High, Goose Creek.

Vice-President—Wayne Jackson, Greenville High.

Secretary—Peggy Bowen, Longview High.

Treasurer—Harry Rosenstein, Paschal High, Fort Worth.

The highly successful meeting was adjourned with the singing of "God Bless America."

The following chapters attended: Cleburne High School, Cleburne; Forest Avenue High School, Dallas; E. M. Daggett Jr. High School, Fort Worth; Polytechnic High School, Fort Worth; Ball High School, Galveston; Greenville High School, Greenville; Kilgore High School, Kilgore; Marshall High School, Marshall; Paris High School, Paris; Waco Senior High School, Waco; Waco North Junior High School, Waco; Waco West Junior High School, Waco; Wills Point High School, Wills Point; Paschal High School, Fort Worth; McLean Jr. High, Fort Worth; William James Jr. High School, Fort Worth; Longview High School, Longview; Robert E. Lee High School, Goose Creek.

The retiring officers for 1945-46 are: President, Maxine Tankursley, Paris High; Vice-President, Margaret Moore, Forest Avenue High, Dallas; Secretary, Martha Lou Miller, Waco Senior High; Treasurer, Bill Anderson, Cleburne.

AMERICAN ACADEMY IN ROME FUND

Since the lists of the contributors published in the *Latin Leaflet* on September 22, 1945, and again on March 1, 1946, the following contributions have been received by the custodian of the fund, Dr. D. A. Penick:

University Classical Club	\$ 25.00 bond
Conroe High School	25.00 bond
North Junior High, Waco	25.00 bond
Sunset High, Dallas	25.00 bond
Dr. and Mrs. O. W. Reinmuth	50.00 bond
J. Heston Welborn, University student	1.00 cash
Frankie Jo Lewis, University student50 cash
	<hr/>
Total	\$ 151.50
Amount previously reported	1,008.00
	<hr/>
Grand Total	\$1,159.50

This splendid total has been made possible by the co-operation and enthusiasm of only twenty of our Texas schools that teach Latin. *What if the other 150 schools had helped?*

By the time the American College in Rome opens again, which will be for the 1947-1948 session, The University of Texas will have two students ready and eager to enter the competition for a fellowship there. They will be denied this opportunity, if we cannot this year complete the total sum (\$7,500), for a permanent membership for the University in the Academy.

The classical work in Texas needs the fresh stimulation that study in Rome would bring us through these young people on their return to teach

in our schools. There is one way to raise the money that we have not tried—interesting friends with means to help us. Let that be the goal of every Latin teacher and J. C. L. member in the State this year. Will your school help?

TEACHERS' COURSE IN SUMMER SESSION OF 1946

Enthusiastic comments are being made about the value of this course, which was offered by Dr. Leon, by those who took it last summer. It did not deal with method at all, but in compact form considered the salient points of information on such subjects as the Latin Language, Roman History, the development of the alphabet and of language generally, and gave, in general, a comprehensive "over-view" of background material which is immediately and always usable from the very beginning of Latin instruction. Miss Hill of the Austin High School remarked that she had found it one of the most helpful courses she had ever taken, since it gave her much material which would have taken her a long time to assemble and brought into close relation the mechanics of the Latin Language with Roman civilization and Roman life. Judging from the response to this course, it is one that many of us would not only enjoy, but one from which we could greatly profit.

The staff of the Department of Classical Languages at the University is most anxious to hear from the high-school teachers what kind of courses they would like in the summer session and which courses they find most helpful. Please do not hesitate to criticize or commend.

THE CLASSICAL WORLD IN TEXAS

We are sorry to note here, the passing of one of our veteran Latin teachers, last spring. Miss Opie D. Dalby who had taught Latin at Texarkana for thirty years, was taken from the work she had carried on so long and so well before she could finish out the year. Miss Ruby Kinkead is her successor.

Cleburne High reports a very active chapter of the Junior Classical League with 123 members, membership limited to those who are taking Latin and those who have satisfied the foreign language requirement.

"The Last Days of Pompeii" on 16 mm. sound film will be shown to the Paris High School as a gift of the Latin Club.

Miss Ethel Masters has taken over Miss Lourania Miller's work in Forest Avenue High School, Dallas. The contributions Miss Miller has made to education in the field of Latin teaching would be hard to estimate,—they have been extensive and have been made over a long period. Her counsel, her helpfulness, her optimism will, we trust, continue to benefit us for a long time to come as they have helped us in the past.

Corpus Christi High School has added one Latin class this year and has organized Latin pupils into four Latin Clubs: *Solum Latini*, *Latini Volucres*, *Latini Sapientes* and *Latini Primi*. Christmas Carols and an all-day picnic at Mathis Lake, with bathing and boating in the spring, featured the activities of the Club last year.

A beginning Latin class inaugurated at Austin High School in the spring semester last year is being continued as a part of the schedule for this year.

Paschal High School in Fort Worth has a record enrollment of beginning Latin pupils, 115 of the 155, Miss Gardner reports, she has not seen before. It is expected that the J.C.L. chapter will number over 100. Invitation to membership is broadcast over the loud speaker system three times before the first meeting. Ancient History pupils are eligible for membership.

The first meeting of the Latin Club in Wichita Falls aroused much enthusiasm which augurs well for the work of the Club this year.

NEWS FROM THE UNIVERSITY

Dr. Lester C. Houck, Assistant Professor of Classical Languages, has been granted an extension of leave of absence through the first semester of the present session. During the war he held a responsible position in the Office of Strategic Services and is now doing important work in connection with the reorganization of this department into a permanent United States Intelligence Service.

The Department of Classical Languages had its proportionate share of the large increase in students at the University. The total enrollment in the Department for the first semester is 333 as compared with 208 a year ago. There are five sections of First-Year Latin (both halves) with a total of 110 in this course.

To meet the increased enrollment in freshman courses graduate students have been appointed to teach them with the rank of Tutor. Tutors in the present semester are J. D. Sadler (M.A., Southern Methodist University) of Dallas, George Labban, Jr. (B.A., The University of Texas) of Corsicana, and Mrs. Elizabeth Haase Bassler (B.A., The University of Texas) of Austin.

The Department has been expanding its offerings in Classical Civilization for the benefit of those students who wish to acquire some knowledge of the contributions of the Greeks and Romans without necessarily studying the Greek and Latin languages. At present, courses are being offered in the Greek Element in the English Language, Roman Civilization, Greek Civilization, Greek Epic and Lyric Poetry in Translation. The course in Greek Archaeology, which had been announced, was suspended because of the absence of Dr. Houck, who was to teach it.

The Department is also offering two years of work in the Hebrew language. A course in Hebrew Civilization is announced for the spring semester.

The second recipient of the William James Battle Scholarship in Classical Studies has just been announced. It is Helen Barnett of Waco. The first holder of the scholarship was Janet Strauss of Corpus Christi. Miss Strauss now holds a University Scholarship.

Alvin Whitley of San Antonio, Consul of the Classical Club of The University of Texas, has received a fellowship at Columbia University and will spend the year in New York City.

Dr. D. A. Penick represented The University of Texas Chapter at the triennial meeting of Phi Beta Kappa, which was held at Williamsburg, Virginia, early in September.

Dr. H. J. Leon attended the meeting of the Classical Association of the Middle West and South which was held in Cincinnati, Ohio, in April of this year. After the summer session, Dr. Leon and family made a trip to visit his family in Rhode Island, but made many stops en route, both going and coming, some of them in the interests of the work in classics, others in satisfaction of personal interests. Among his stops were included, St. Louis, Chicago, Buffalo, New York, Washington, and Pittsburgh. In Washington he visited with Dr. L. C. Houck, on leave from the Department of Classical Languages in order to work in the reorganization of O. S. S. into the United States Intelligence Service.

The lobby of the 27th floor of the Main Building (the Classical Languages floor) of The University of Texas has been made still more attractive by the hanging of fourteen colored prints beautifully depicting scenes from the story of the *Odyssey*. The originals were executed in tempera by Friedrich Preller, a German landscape painter (1804-1878). The framed prints are the gift to the University of Professor L. T. Belmont, whose father purchased them in Munich several years ago.

Mrs. Minnie Lee Shepard spent the summer with her sister in Boston, in the land of the bean and the cod. She returns to her work rested and refreshed.