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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

O. W. Reinmuth, Editor

W. J. Battle, H. J. Leon, Mrs. Minnie Lee Shepard,
Walter H. Juniper (*ex officio*), Associate Editors

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SO YOU'RE TEACHING A CLASS IN LATIN. But, Latin is a second, a third, or even a fourth string to your bow.

THEN, THIS IS ADDRESSED TO YOU PERSONALLY:

You are a conscientious teacher. You don't want to treat Latin as a stepchild for you know that the student who chooses Latin is usually a better than average "bet" for paying dividends on any teaching effort expended upon him.

But your major teaching subject absorbs so much of your time that Latin receives little attention. It may be that you have not taken much work in Latin yourself. Perhaps you have not had the help of a course in teaching methods. You owe it to yourself and to your students to rectify this situation by doing additional work in Latin in summer school at the earliest possible moment. You will find, I believe, that this expenditure in effort and in money will be worthwhile. The degree of personal satisfaction in teaching Latin will be determined largely by the success you have in teaching.

Meanwhile you may appreciate assistance in meeting specific problems in teaching, let us say, vocabulary, inflections, or reading. The chief purpose of THE LATIN LEAFLET is to give that help. Will you write us briefly and pertinently about your problem? What will be of real assistance to you? And won't you also share with us any method or device which you have found successful? What is old for one, is new for another.

The benefits of the study of Latin will be extended by making our teaching so effective that students will advertise its merits. The satisfied customer is the best advertisement for Latin as it is for a commercial product. To your delight, you may find that Latin will become a full-time teaching subject in your school as it is in a large number of the upwards of 210 schools in Texas in which Latin is offered.

May I ask you to do one more thing? Won't you, at least occasionally, visit the Latin Section at the Texas State Teachers' Association meetings? You are one of us. We'd like to know you personally and we feel that you would get both profit and inspiration from the program provided.

O. W. REINMUTH

TEXAS CLASSICAL ASSOCIATION

ANNUAL NOVEMBER MEETING

Buffet Luncheon

Y.W.C.A., 1709 Jackson Street, Dallas, Texas.

Friday, November 26, 1948—12:00 NOON.

(Please send reservations for luncheon to Miss Lourania Miller, 2543 Gladstone Drive, Dallas 11, not later than one week before the meeting.)

Program

"*Tempus Fugit!* Latch on to the Junior Classical League"

Miss Martha Hankins, East Texas State Teachers College

Latin Songs

"Can the Humanities Save Us?"

Professor H. Trantham, Baylor University

Business Session

Election of Officers

Committees

Standing Nominating Committee:

Dr. D. A. Penick (Chairman), The University of Texas

Miss Mary Bourne, Tyler High School

Miss Mildred Sterling, Waco High School

Committee on Arrangements:

Miss Lourania Miller (Chairman), 2543 Gladstone Drive, Dallas 11

Miss Hilda Masters, Highland Park High School

Miss Rebecca Roberts, Crozier Technical High School

GEORGE SANTAYANA, A FRIEND OF THE CLASSICS

O. S. POWERS

Recently one of my former students visited the distinguished American philosopher, George Santayana, who now lives in a convent in Rome. My friend found Santayana still jovial, though, *iam grandior aevo*, he suffers impaired hearing and must read through a magnifying glass. To classicists it should be of interest that the philosopher was distressed because his visitor had not yet taken up the study of Latin, and that he blamed his former instructor in Greek for not having required more work of him. Santayana's favorite poets, my friend reported, are Vergil, Horace, Dante, and Racine. Though at one time he found Plato to be too much of this world, Santayana still retains a special admiration for Socrates and Democritus.

On the value of classical education in general the philosopher has expressed himself with his usual serene detachment in the following beautiful statement:

"The oldest forms of life, barring accidents, have the longest future. New ideas in their violence and new needs in their urgency pass like a storm; and then the old earth, scarred and enriched by those trials, finds itself still under the same sky, unscarred and pure as before. The Latin language and the study of classic antiquity are the chief bond for western nations with the humanities, with the normalities of human nature; and this not merely by transporting us, as in a vision, to some detached civilization—as Greek studies might do if taken alone—but by bringing us down step by step through all the vicissitudes of Christendom to our own age, and giving us a sound sense for the moral forces and moral issues that now concern us. The merely modern man never knows what he is about. A Latin education, far from alienating us from our own world, teaches us to discern the amiable traits in it, and the genuine achievements; helping us, amid so many distracting problems, to preserve a certain balance and dignity of mind, together with a sane confidence in the future."

IN MEMORIAM—MRS. MYRTLE E. CLOPTON

A true teacher has gone from our midst. Mrs. Myrtle Etheridge Clopton passed away on the evening of June 16, 1948, after a long illness. October 29, 1943, due to a stroke, she had been taken out of the classroom. Yet her teaching days were not ended. Many a pupil found the way to her home.

Mrs. Clopton was graduated from Patton Seminary in Dallas, and in 1904 received the B.A. degree from The University of Texas. In later years she won her M.A. degree from Columbia University.

Her first teaching was in Patton Seminary, but she left that for marriage and an eleven years sojourn in Washington where her husband, A. J. Clopton, was engaged in work for Senator Culberson and in the Attorney General's office. On her husband's death in 1917, Mrs. Clopton returned to Texas, earned a teacher's certificate, and re-entered the schoolroom. For one year she taught in Greenville. Beginning in September, 1918, for twenty-five years she taught in the Dallas city schools—Latin and English at Forest Avenue High School for four years, and Latin alone at North Dallas High the remaining years. Vacation periods found her studying in various universities or teaching in the summer sessions either of the Dallas schools or of The University of Texas. After her work came travel, sometimes shared with her beloved niece and nephew, Jane and Clark Etheridge.

Mrs. Clopton was a charter member and first president of Epsilon Chapter of Delta Kappa Gamma, national honorary society for women teachers. She was Secretary-Treasurer of the Texas Classical Association and served on several of its most important committees. The Latin Tournament received her loyal and untiring support, the first Tournament being held at North Dallas High, where she taught.

No one could have been more consecrated in her work. Latin came first, in season and out of season. She was diligent in her efforts to arouse the brighter pupils to reach high scholarship levels, conscientious and patient in the effort to get weaker students to do their best; but she never forgot that character is above subject matter and rarely lost the opportunity to instil principles of good citizenship. Nor did the material needs of her pupils escape her sympathetic notice and help. E. B. Comstock, a former principal, refers to her "as an outstanding teacher from the standpoint of ability, character, and influence," and to her departure as "a distinct loss to the Dallas school system."

Devoted to her family, loyal to her friends, unyielding defender of the classics!

*Cadit et Ripheus, iustissimus unus
qui fuit in Teucris et servantissimus aequi
(dis aliter visum).*

LOURANIA MILLER

CITATION—MISS SALLIE SECKEL

After forty-three years of instilling in Paris High School students a whole-hearted love and appreciation for Latin, Miss Sallie Seckel retired last May from that institution's teaching staff, on which she served a total of forty-six years.

Not content merely to "offer" Latin to the pupils, "Miss Sallie" relayed by extra efforts her intense love for the subject to the youths, many of whom return year after year to thank her for her thorough method of teaching Latin, revealing to her how much it helped them in their various paths.

Keeping interest at a high pitch was her Latin Club, one of the oldest and largest in the state, if not the oldest and largest. Pushed off to a rolling start each year by "Miss Sallie" and picked up with eagerness and original ideas by the students, were contests with prizes, (many conducted in Roman style), Christmas programs, and other entertainments for the entire student body in the school auditorium.

About six or seven years ago, the state refused to furnish textbooks any longer for the third- and fourth-year Latin classes; the P.H.S. Latin Club came to the rescue by raising the money to buy these books and has been furnishing them for the past number of years.

Although rigidly thorough in her methods, "Miss Sallie" incorporated her own sense of humor and dry wit into her instructing, so that her students realized the light as well as the deep side of the subject.

During those forty-three years she has constantly insisted upon and many times had to fight hard to keep four years of Latin on Paris High's list of subjects, making it one of few, if not the only, high school of its size to teach four years. As long as she remained a teacher, she succeeded, but at the opening of the present school year only two years were offered. Until this term, the school could truthfully claim one of the largest Latin enrollments in the state.

MRS. W. G. SLUDER

SOME ETHICAL IMPLICATIONS OF THE ATOMIC THEORY OF EPICURUS

WALTER H. JUNIPER

(This paper constitutes a resume of an address made October 16, 1947, before the Dallas Philological Society, and again April 16, 1948, before Classical Club of Sam Houston State Teachers College.)

It is always interesting to compare the problematic present with the similarly problematic past. If the parallels are not perfect, if in one's comparisons one makes the proverbial reservations, one may not find solutions to the present problems, but he can be comforted by the discovery that "there is nothing new under the sun."

The postwar world following the death of Alexander the Great in 323 B.C. offers a few interesting similarities to our own postwar world. The decade preceding Alexander's sudden and untimely death saw the Greek war machine triumphant in the East, and with reorganization of army and empire, Greece was mistress unchallenged of the world of her day. Then with the loss of the leader the empire fell apart almost overnight.

It was a period of disillusionment, a period when world conquest forced upon city-state minded Greeks a widened point of view, which many Greeks were reluctant to accept. It was a period filled with anxiety, fear, and unrest.

At Alexander's death Epicurus was a student in Athens, at the impressionable age of eighteen. His philosophy is a direct product of the disillusionment and unrest of the period during which he passed his formative years.

Seeking for sure footing in an unsure world, Epicurus scrapped the teleological explanations of the origins of things handed down by Plato and Aristotle, and sought a purely mechanical explanation. He scrapped lofty ideals for pragmatic values. He scoffed at wisdom and poked fun at Plato and Aristotle. He held literature of little value and said, "one need not be concerned if he has never read a line of Homer and does not know if Hector was a Trojan or a Greek." He stressed the fact that man is primarily an individual and should by natural law feel that his main responsibility is to himself.

Hence, at a time when a cosmopolitan outlook was forced upon man, Epicurus taught the doctrine of retreat and escape from a chaotic world. He and his disciples held themselves aloof from social responsibilities and from politics and sought only to achieve a happy balance as individuals between pleasure and pain, good and evil.

In today's postwar world exist the same manifestations of disillusionment and unrest. Within the past decade the United States has seen her system of armed forces and services grow to the point where she has in fact assumed world leadership. Just as Greek eminence collapsed with the death

of her leader Alexander, so the might of the United States dwindled after the death of her leader, Franklin Roosevelt. For whatever may have been said, and will probably continue to be said, in disparagement of Roosevelt, he was to the common people of the United States the man who had seen them through the difficult years before and during World War II.

Present disillusionment is but a sequel to the disillusionment felt in the period following World War I, the "war that was to end wars." Turning to science in the manner of Epicurus to find answer to the riddle of the universe is but a continuation of a prominent phase of the post-World War I American scene. Likewise, baffled by the world point of view thrust upon him by the "one world" concept, too huge for him to understand, the average man seeks escape avenues wherever he can find them. Current avenues of escape are many including a popular looking backward to the "good old days" of mama and papa as exemplified by the box office success of such motion pictures as *Life With Father*, *I Remember Mama*, and the like; and by the return to horse-and-buggy-days styles of feminine dress which characterize an age when life was simpler and there was no atomic bomb to worry about.

In education there is an accelerated emphasis on the "practical" and the "expedient" to the detriment of subjects, notably the Classics, which have stood the test of many wars and postwar periods. Said *Time* magazine in 1947, speaking of the pragmatism of post-World War II education, ". . . it is much easier to persuade legislators of the tangible benefits of research in plastics or potatoes than of the value of knowing about Yeats and Keat." This point of view is in harmony with Epicurus' attitude toward the importance of knowing Hector's nationality.

What does it all mean? It is not comforting to think that our postwar attitudes and tendencies are headed in the direction down which Alexandrian Greece went toward decadence and Roman invasion. But there is some comfort in the reflection that however bad things became in Alexandrian Greece, the light of civilization was never extinguished. What was truly great in art, literature, and thought survived the carplings of the iconoclasts then; and so it will be today. Teachers and friends of the classics today viewing the Epicurean tendencies of the present can smile knowingly and recognize these tendencies as more genuinely "classical" than their "modern" proponents realize.

COMMITTEE ON EDUCATIONAL POLICIES

THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

As you probably know seventy-five per cent of the teachers now teaching Latin in high schools are Latin minors. In this time of emergency certificates a few people who have never had a course in Latin are now teaching it. The Committee on Educational Policies feels it its duty to give these people as much help as possible through the medium of the *Classical Journal*. It is, therefore, asking a select group of teachers to describe techniques which they may have used for some time and which they feel are sound in order to improve the classroom teaching in our schools. We are not necessarily asking for anything original. In order to clarify our policy, we shall mention only a few items (the list is by no means complete).

1. How do you teach pupils to learn the order of the cases?
2. What is your favorite way of teaching pupils how to read?
3. How do you motivate an interest in Caesar, Cicero, and Virgil?
4. What do you consider the best way to start a first year class?
5. How do you explain ablative of means, accusative of extent, double dative, indirect statement, active voice, passive voice, deponents, ablative absolute, purpose clauses, methods of distinguishing pronouns, relative clauses, sequence of tenses, etc.?
6. How do you teach derivatives?
7. How do you develop art appreciation?
8. How do you relate Roman civilization to American civilization, in first year, second year, third year, fourth year?
9. Do you relate Virgil to English poetry? How?

10. How do you teach scansion?
11. How do you "put across" the differences between conjugations?
12. Do you set aside a special time for pupil reports? About what?
13. What supplementary books in English do your pupils read?
14. Do you use panel discussions, forums, debates to stimulate interest?
15. What is your favorite type of testing?
16. What teaching device do you use that your pupils enjoy particularly?

We should deeply appreciate your writing up any method that you feel "has worked" and sending it to Mrs. Ruth Joedicke, Mary Institute, St. Louis (5), Missouri. Won't you kindly help raise the standards of Latin teaching in our high schools by sending in a contribution very soon?

Very sincerely yours,

LENORE GEWEKE, *Chairman*

"IS YOUR NAME WRITTEN THERE?"

To the best of our knowledge and belief, the following members of the Texas Classical Association have paid their dues for 1947-48. We shall be happy to rectify omissions and to publish a fuller list.

Dr. Mabel Arbuthnot, Dr. W. J. Battle, Miss Kathryn Bowen, Mrs. Marian C. Butler, Dr. Roy Butler, Mr. Sherman Childres, Miss Annie Forsgard, Dr. W. W. Freeman, Miss Anna Gardner, Miss Belle Gould, Miss Allene Gray, Dr. H. M. Hoenigswald, Dr. Walter S. Juniper, Mr. Edwin Ladd, Miss Cecile Lawrence, Dr. H. J. Leon, Mrs. Lourania Miller, Miss Eugenia Newberry, Miss Hattie Lucile Paxton, Dr. D. A. Penick, Mrs. Anvaline M. Provence, Dr. O. W. Reinmuth, Mrs. O. W. Reinmuth, Dr. H. L. Russell, Mrs. Mary K. Sendon, Mrs. Minnie Lee Shepard, Miss Mildred Sterling, Mrs. O. E. Walker, Miss Pearl West, Professor S. E. Wronker.

MINUTES OF MEETING OF TEXAS CLASSICAL ASSOCIATION

Hamilton House, Waco, Texas

April 24, 1948

The Texas Classical Association met at Hamilton House, Waco, Texas, on April 12, 1948, at eleven o'clock in the morning.

Dr. W. H. Juniper, president, called the house to order, then extended a cordial welcome on behalf of the City of Waco, the high schools, and Baylor University. Forty-one members of the association were present and consideration of business was begun.

Dr. Juniper expressed the thanks of the T.S.C.A. to the staff of THE LATIN LEAFLET because of the lengthy and inspiring account of Latin Week of 1947. He then called for reports of Latin Week of 1948. These reports were made by the following members: Mrs. Minnie Lee Shepard for The University of Texas; Miss Kathryn Bowen for Trinity University; Miss Elor Osborn for Waco High School; Miss Mildred Sterling for Waco Junior High School; Dr. Juniper for Baylor University; Mrs. Mabel Hughes for West Junior High School; Mrs. Sendon for North Junior High School; Mrs. Butler for Moore High School; Miss Gardner for Paschal High School, Fort Worth; Miss Gray for Cleburne; Miss Hawkins for Paris; Mrs. Provence for Wills Point.

Upon request, Miss Elor Osborn reported on a classical mythology course recently instituted in Waco High School. She stated that results were very gratifying from the standpoints of sheer enjoyment, understanding of allusions, interpretation of English Literature, culture, general reading, help in college work and in the arts. Attractive posters on mythological deities were on exhibit.

The report of the treasurer showed a balance on hand of \$199.30 for April 17, 1948.

The following report was presented by Miss Kathryn Bowen for the committee appointed by the president of the T.S.C.A. to study the following questions:

1. The advisability of contributing from the treasury of the Texas Classical Association to the Classical Association of the Middle West and South Fund for summer scholarships for teachers in the United States at the American Academy in Rome.
2. The setting up of a similar fund for summer scholarships exclusively for Texas teachers, and the means of raising money for such a fund, including the question of whether the interest on the money already collected for institutional membership at the American Academy in Rome for The University of Texas might be diverted to this purpose.

On question one, the members of the committee voted to recommend that the Texas Classical Association make a contribution to the C.A.M.W.S. fund, the amount to be determined by the vote of the members present at the spring meeting, April, 1948.

On question two, the committee took a poll of the Latin teachers of Texas on two questions:

1. Are you willing to subscribe or help raise funds for this cause?
2. Are you willing for the interest, when available, on the money already collected for the University membership in the American Academy, to be diverted for the summer teacher fund?

The results were as follows:

61 cards were returned of 260 sent out.

9 cards stated Latin was no longer taught in the particular school.

On question 1, 32 voted "yes," 18, "no."

On question 2, 47 voted "yes," 1, "no."

The committee recommends that the Association proceed with whatever plans are deemed necessary to carry out the wishes of this expressed vote.

Respectfully submitted,

KATHRYN BOWEN, *Chairman*
ELOR OSBORN

After discussion on the report of results of the questionnaire, Miss Bowen moved that Section I of the report be adopted. Mrs. Shepard seconded the motion. The motion was carried.

Suggestions were made as to the amount to be contributed to the scholarship fund of the Classical Association of the Middle West and South. Miss Paxton moved that the amount of fifty dollars be sent from the Texas State Classical Association. Dr. Leon seconded the motion. The motion was carried unanimously.

Discussion of Section 2 of the report concerning a scholarship for Texas teachers revealed the sentiment that money on hand would not bear sufficient interest and that the sale of bonds would be impractical.

Miss Paxton of S.H.S.T.C. exhibited attractive folders concerning the Field School in Mexico for the summer of 1948.

Miss Martha Hankins of Paris reported on the result of *Auxilium Latinum* tests. Discussion followed regarding the benefits gained, the difficulty, and advisability of continuing these tests. Miss Osborn stated that the awards for 90% grades of students have proved the experiment to be valuable in raising standards of Latin study.

Dr. H. J. Leon reported 400 students enrolled in classical study in The University of Texas. He also stated that a prize of \$25.00 is being offered each year to the student who makes the best sight translation in Latin, and that the W. J. Battle scholarship of \$100.00 is continued. The University Classical Club is functioning well and has contributed to the Pack-age Loan Library a subscription to *The Classical Outlook* and *The Classical Journal*.

Dr. Juniper announced that the next meeting of the Texas Classical Association will be held in Dallas, November 26, 1948, with Miss Lourania Miller as chairman of arrangements.

Dr. Reinmuth proposed a vote of thanks for the beautiful, artistic, and aesthetically satisfying entertainment given by the Waco group.

Resolutions of sympathy were read and placed in the minutes concerning the passing of Miss Annie Forsgard. The secretary was instructed to send these resolutions to members of Miss Forsgard's family.

Dr. Leon moved that the meeting adjourn. The motion was seconded and carried.

Dr. Juniper declared the meeting adjourned to meet in Dallas, November 26, 1948.

ANVALINE M. PROVENCE, *Secretary-Treasurer*

Members Attending the Meeting

Dr. Walter H. Juniper, Miss Kathryn Bowen, Dr. O. W. Reinmuth, Dr. W. J. Battle, Dr. H. J. Leon, Mrs. H. J. Leon, Mrs. Minnie Lee Shepard, Dr. Harris L. Russell, Mrs. O. W. Reinmuth, Dr. Henry M. Hoeningwald, Miss Myrtille Bradfield, Mr. Edward Ladd, Miss Anna Gardner, Dr. Roy F. Butler, Miss Mattie A. Brown, Miss Mildred Sterling, Miss Doris Thompson, Miss Elor Osborn, Mrs. Marian C. Butler, Mrs. Mabel M. Hughes, Mrs. Lollie E. Pierce, Mrs. Mary K. Sendon, Mrs. Anvaline Provence, Miss Hattie Lucile Paxton, Dr. Henry Trantham, Mrs. Henry Trantham, Miss Lourania Miller, Mr. S. E. Wronker, Miss Lavinia Rawlins, Miss Allene Gray, Mrs. Harris L. Russell, Miss Martha Hankins, Miss Josephine O'Neal, Mr. J. N. Brown.

Guests Present

Mrs. Irby B. Carruth, Mrs. Bertha M. Brandon, Mr. Ernest W. Cabe, Mrs. Ernest W. Cabe, Miss Marie Riddle, Mr. E. D. Johnson, Mr. W. O. Griffin.

LET THE MAMAS DO IT

ILANON MOON

If you want a Roman wardrobe for the Latin Department, the mamas will make the costumes. Just have an old-fashioned Sewing Bee.

With efficient direction the mothers can make togas, tunics, stolas and cloaks,—even though the Latin teacher can not sew a stitch.

For several years we had been wanting a Roman wardrobe in Conroe High School. But the war had forced us to wear bed sheets, grudgingly lent us by our mothers who were shuddering at the scarcity of cotton. Last fall, we found materials again in the shops. There was plenty of unbleached muslin sheeting. It was of cheap quality and high price of course. But we could complain of nothing but the price, for the cheaper the quality of muslin the better it is for togas. The loose weave of the low-priced quality drapes much more gracefully than materials of tighter weave.

We were planning to give a play that would require thirty-two costumes, and immediately set to work to get them. In Conroe, we are particularly fortunate on the question of funds. Our School Board never hesitates to appropriate the money we need for our Latin work. The materials for our costumes cost more than a hundred dollars, and when the mothers were through with making them they looked like something out of Hollywood.

Before buying materials, we discussed our plans with three or four of the mothers whose co-operation can always be depended on. They were enthusiastic about the project and took the responsibility of finding other mothers who would agree to help make the costumes.

Since the football season, Thanksgiving and Christmas crowded out extra activities, we set the date for our Sewing Bee soon after the holidays. Meantime, I planned in minutest detail the design and making of each garment.

Our clothing teacher graciously agreed to give her mid-term examinations in regular classrooms so that we could have uninterrupted use of the sewing room and the machines in the Home Economics cottage. She also helped, with both suggestions and scissors, to cut out a costume of each type for the mothers to use as models.

Several days before the date set for the Sewing Bee, I stacked the materials in the sewing room with the model costumes all cut and ready to copy. To the cloth for each garment were pinned the model and number needed. With each model were pictures, drawings, diagrams, measurements, descriptions, and notes with specific instructions.

The day set for the meeting was among the very coldest in January, but the mothers appeared at eight o'clock in the morning as they had promised. I showed them the materials, models and instructions in a few minutes, then went to my classroom. The mothers organized themselves into groups to make certain things.

We had to have three togas, fifteen tunics (six brown, one orange, three green, four white and one gold) ten dancing dresses, one ballet costume, two stolas, and a *paludamentum*.

It was impossible to get all the colors in the materials needed. The mamas actually dyed for us! They made all the costumes, except three, out of the unbleached muslin sheeting and dyed them in nine different colors.

For two days they worked together from eight in the morning to five in the afternoon, and still the *Romani* were not "tuniced" and "togaed"! The mamas divided the unfinished costumes and the dyeing jobs and went home to serve the Republic!

The first day they worked in the cottage they had gone to town for lunch; the second, we all brought food and had a pot-luck meal in the cooking department. It is easy to make a party out of almost any occasion!

I dismissed the thought of togas, tunics and stolas, but a week before the first dress rehearsal of the play the mothers had brought in all the costumes,—beautifully made, perfectly dyed, and pressed.

To complete the job, we dressed the mothers in the costumes, even the Praetorian Prefect's, and took their pictures for the *Flare*, our year book. The *Flare* was being carried out in classical motif and the picture of the mothers clowning in Roman costumes added considerably to the spirit of the book.

Buying and making Roman costumes are not endless or herculean tasks, if the Latin teacher only exercises her *vim* on the *matres*.

If you can get the mothers and the whole faculty to help, you can get the job done and not go more than half crazy. The little nagging details such as the sword and accessories for the Praetorian Prefect can be left to the shop teacher and the librarian. If they are slow to offer assistance, in your honest, awkward efforts to do it yourself, you might slop paint or otherwise disfigure their offices until they offer to do it for you.

The only assurance of success is to start early and plan carefully.

Most everybody is co-operative and willing to help with a project if the director knows what he wants. Unless you are sure of what you want, people cannot do it for you. Delegate specific jobs to certain people. Nobody is going to take the initiative in your business. Each mother will do the specific task asked of her, then wait until she is asked again.

A special use for costumes is the best method of obtaining them. If you merely tell the mothers that the Latin Club wants to build up a Roman wardrobe, they will acquiesce but do nothing about it.

But if you say, "We have to have thirty-two (or fifty for that matter) costumes to put on this play, banquet, or party April 12," they will have something definite to accomplish. And be sure to set the day closer than you expect it to be. Delays have a way of happening, and the more people engaged in a co-operative task the more delays you will have. But the more people you get to work the more people you will have interested in Latin.

If you assign the parts in the play, you will be still more likely to get immediate action. Not only the actors' mothers but their friends will come in to help with the work,—of which there will be plenty for everybody!

If you begin early, the costumes and play should be easily ready by Latin Week without overloading or rushing anybody.

If the School Board cannot or will not appropriate funds for costumes, the students themselves can think up all kinds of ways to earn money. The proceeds of the play can be used for the purpose, or the students who

take the parts in the play could each buy his own costume, then donate it to the school. Most any parent will buy a costume for his child to perform in on the stage.

Since commercial companies do not offer patterns for Roman costumes, the most time-consuming task in obtaining a wardrobe for the Latin Department comes from the research necessary for designing them. After weeks of careful study and comparison of many sources, I worked out the designs for our Conroe costumes so that the mothers had no difficulty in making them. In the hope that the instructions we used will be of help to those who do not have the materials at hand for them, they are offered here.

I am, of course, indebted to practically everybody who has written a book or printed a picture of classical dress. Chief of these is Miss Wilson, whose book on Roman costume is perhaps the most scholarly and interesting treatise in the whole field. (Lillian M. Wilson, *The Roman Toga*, Baltimore, the John Hopkins Press, 1924. The publishers of this excellent book have kindly given us permission to reproduce material from it. They tell us that a limited number of them are still available at \$3.50 a copy. We recommend it for your library.) Another useful work is *Costumes for Classical Plays* by Viola I. Schmid. The illustrations with an article by Edith Hamilton in the November, 1946, *National Geographic Magazine* were most helpful, both as to design and color. On page 592 of that issue, are excellent representations of the stola shoulder line. The pictures illustrating Douglas' *The Robe* in *Life* magazine of December 8, 1947, are also excellent.

Putting all these and many others together I evolved the following simplified instructions for making the most common Roman costumes:

The tunic was the basis of Roman dress. The citizen wore it under his toga. Everybody else wore it without a toga.

The common people appeared in public wearing tunics only. They were the "tunic-clad populace." But the upper classes wore cloaks over their tunics when they went without togas.

The aristocracy dressed in white; the other classes in any color, and dark was probably the choice of the working man.

A tunic is quite the easiest thing there is to make. For a boy six-feet tall, it requires three and a third yards of material about thirty-six inches wide.

To make it, fold the three and a third yards crosswise in the exact center, and crease. In the middle of the crease, slit a crosswise line long enough for the head to go through easily. From the crease, measure about nine inches down the selvages on each side for the sleeve openings, then stitch all the way to the bottom.

Tunics were also made with butterfly sleeves.

The Romans wrapped a rather narrow belt at the waist line of the tunic to girt the blouse in place. But American boys, not being accustomed to "skirts," as they call them, can be kept in tunics more neatly if a strip is sewed on the underside and the waist drawn up with a drawstring. It is wise to tie the drawstring on the underside. If you have experience in dressing boys for plays, you know why. If not, we might suggest that strings tied on the outside are a standing temptation to the adolescent animal when practicing a play!

The tunic for the soldier was short, striking him about half-way between the hip and the knee.

The civilian's tunic was longer in the front than the back. In front, it covered the knee-cap, but in the back it struck about the middle of the knee.

Stripes on tunics are not necessary. The Romans wore them both with and without stripes, and since they had specific meanings, they are an unnecessary complication on amateur costumes.

For women, the stola was nothing but a floor-length tunic with a slightly decorative shoulder line.

Four yards of material forty inches wide will make it for the girl of average size.

Fold the five yards crosswise in the center in the same manner as the tunic. But, to get the effect of the shoulder line, instead of cutting a slit for the neck, cut the material completely across the crease, making two

straight pieces of equal length. Hem both pieces where they were cut as narrowly as possible. Then measuring from the center, leave about six inches on each side for the head to slip through. From the end of the neck on each side, gather about two inches up tight and fasten securely. Measure about four inches more toward the selvage edge and leave them straight. Alternate the straight and gathered spots until the sleeve is the desired length. The back and front are made exactly alike. Sew the gathered places of back and front together, leaving the plain spots open. Over the gathered points sew a button. Bare arm and shoulder will show through the open places on the top of the sleeves.

The stola is secured at the waist and bloused in the same manner as the tunic.

Girls' and brides' tunics were closed on the shoulder.

Though the womens' and girls' clothes were basically the same, they got variety in dress with colors, materials and accessories.

Our Praetorian Prefect's costume was an adaptation of various items from the clothes worn by Frederick March in *The Sign of the Cross*. It could be used, of course, for any Roman officer in dress uniform.

His close-fitting under-tunic with sleeves was made of white muslin. It was one yard long and twenty-two inches wide with a saw-tooth hem which struck him halfway between the knee and the hip. Each of the twelve points of this bottom hem was four and a half inches long and spread to three and three-fourths inches at the top of the scallops. The material was doubled at the points and stitched two inches above the top of the scallops.

Over the white tunic he wore a sleeveless gold tunic made of medium weight drapery material. The straight hem at the bottom came to the stitching two inches above the scallops of the white tunic.

His belt, five inches wide, was cut from linoleum, painted with three coats of brown high-gloss enamel, and decorated with sequins in an elaborate design. The four-and-a-half-inch bracelet for each arm was also linoleum. They were painted gold. Holes were punched in both belt and bracelets for self-colored strings to lace them together, so that anybody can wear them.

The Latin Club boys, with the help of the shop teacher, sawed the broad sword out of wood, and ground down the edges to realistic sharpness. Its blade, twenty-five inches long and three inches wide, was given a steel color with aluminum paint. The hilt as a straight cross guard six and a half inches long, one inch wide and one inch thick, with a handle three and three-fourths inches long, two inches wide, and one inch thick. The handle was cut in curves so as to fit the fingers. Cross guard and handle were painted gold. The scabbard was made of lightweight aluminum by our local tinner and painted the same brown as the belt. The shoulder strap to which the scabbard was attached was also brown.

The helmet is the only difficult thing to make in all the Roman wardrobe. Ours was papier maché fitted to the head and painted gold. There is no guide for making one of this material except a good picture. Costume companies will rent felt things that look like night caps. But ours appeared well. It was a *la* Hollywood! Crimson crepe paper gathered into the crest was an excellent imitation of horsehair.

The *paludamentum* was made of heavy crimson drapery material inconspicuously brocaded and fastened with a gold pin,—Kress quality.

The sandals worn now by both boys and girls are acceptable for Roman shoes. But our Praefect's sandals, with straps that wrapped to the knees, were made by the local shoemaker.

The Romans wore several kinds of cloaks, but the most common were the *palla* for women and the *lacerna* for men.

The *palla* was a large rectangular mantle worn around the shoulders and over the head, when desired, in the manner of the Spanish mantilla of later ages. It varied in size, color and materials according to the taste and needs of the wearer.

The *lacerna* was a knee-length wrap worn by all Roman men over the toga or tunic. It was any color or material.

The *paludamentum* was the military cloak. It was purple for generals and the emperor. Other officers wore brown or gray.

E

TO MAKE

The best material for the toga is a soft wool outing or flannel such as is used for baby clothes. But an inexpensive substitute for wool is a loosely-woven, cheap grade of unbleached cotton sheeting.

Five yards of sheeting eight-eight inches wide will make a toga for a boy six feet tall.

A straight line from points *E* to *C* makes what is known as the "sinus" of the toga. The Romans apparently had a seam here in order to keep the fold always straight.

Do not hem selvages, and where edges are raw, sew hems as narrow as possible.

Cut pattern as indicated, *except that* from points *F* to *G* and from *H* to *D* it must be cut circular.

A to B	—60	inches
B to C	—65½	"
A to E	—65½	"
C to D	—30	"
E to F	—30	"
G to H	—86	"

F

TO MAKE

The Roman paludamentum was wool. But heavyweight drapery material is less expensive and not so warm for stage wear.

Two and five-ninths yards of material fifty-six inches wide will make a paludamentum for a boy six feet tall.

The paludamentum was the military cloak. It was purple for generals and the emperor. Other officers wore brown or gray.

No sewing is necessary on this cloak except narrow hems on raw edges and the large hook and eye for the fastening. Do not hem the selvage edges.

A to B—92 inches
B to C—21 "
A to D—21 "
E to F—48 "

TO MAKE

The Roman lacerna was wool. But heavyweight drapery material is less expensive and not so warm for stage wear.

Two and five-ninths yards of material forty-four inches wide will make a lacerna for a boy six feet tall.

All the Romans wore the lacerna. It could be any color.

No sewing is necessary on this cloak except narrow hems on raw edges and the large hook and eye for the fasting. Do not hem the selvage edges.

Cut pattern as indicated, *except that from points D to E and from F to C it must be cut circular.*

A to B	—92 inches
B to C	—21 "
A to D	—21 "
E to F	—48 "

LACERNA

TO DRAPE

Find the exact center of the top line *A-B* and place it on the left shoulder of the wearer.

Bring the edge, both back and front, around the neck loosely and hook in front just below the top of the right shoulder.

A gold brooch or button should be pinned over the hook as ornament.

DAMENTUM

TO DRAPE

Find the exact center of the top line *A-B* and place it on the left shoulder of the wearer.

Bring the edge, both back and front, around the neck loosely and hook in front just below the top of the right shoulder.

A gold brooch or button should be pinned over the hook as ornament.

60 INCHES

TO DRAPE

Fold the top at the sinus outward, holding it toward you. From the edge a foot or two left of center, gather up a handful of folds and place them on the left shoulder of the wearer.

Adjust the length until the end of the sinus line is almost to the ankle, then have the wearer stretch out his left arm.

Bring the curved edge up over the outstretched arm to the wrist, then place the toga loosely, sinus at neck, around the right shoulder, muffling the right arm, and drape the end over the left shoulder to hang down the back.

The Romans used no fastening on the toga, but American youth seems to require a safety pin at least on the shoulder.

The toga, the *paludamentum*, and the *lacerna* are very easy to make, but it is practically impossible to give instructions for making them without drawings or diagrams. The inserts are cut in miniature patterns of these costumes and carry complete measurements and instructions for their making.

In all Roman costumes, leave selvages whenever possible, and where edges are raw, make hems as narrow as they can be sewed. The rolled hem whipped down by hand is preferable.

It is easy enough to get all the Roman costumes you want if you plan and organize carefully, direct tactfully, and then give the mothers all the credit and praise that is due them. A full report of the Sewing Bee in the local newspapers with the names of everybody who helped is not only an excellent means of expressing appreciation to the mothers but good publicity for the Latin Department.

Call in the mamas today, and may *Fortuna* aid you!

LATIN ENROLLMENTS—1948-49

Place, School, Teachers	1st year	2nd year	3rd and 4th years	Remarks
Austin				
H.S. (Helen E. Hill)	54	60	11	
University J.H. (Mrs. Lydia Weber)	33			
Lutheran Concordia College (G. Viehweg)	15	19	5	(Greek 1 and 2, 18)
University of Texas				
Latin: Beginning, 74; Sophomore, 53; Adv. and Grad., 13.				
Greek: Beginning, 37; Sophomore and Adv., 38.				
Classical Civilization, 92.				
Hebrew, 7.				
Baytown				
Robert E. Lee H.S. (S. W. Childres)	69	29		
Beaumont				
H.S. (Mettie Ferguson)	49	25		
Big Springs				
H.S. (Lillian Schick)	72	35		
Brownwood				
H.S. (Olive D. Walker)	20	37		
Cleburne				
H.S. (Allene Gray)	32	37		
Conroe				
H.S. (Ilanon Moon)	31	9		
Corpus Christi				
H.S. (Mrs. F. Gilbert)	41	16		
Corsicana				
H.S. (Mrs. R. N. Elliot)	10	20		(Ancient History 140)
Denton				
T.S.T.C.W. (Mabel F. Arbuthnot)	20	6		(Greek and Roman Culture—27)
Dallas				
Forest Avenue H.S. (Ethel Masters)	34	22	14-10	
Highland Park H.S. (Tillie Bradfield, Hilda Masters, Mrs. Thomas)	110	110	24-11	
Hockaday School (Marguerite Grow, Jean Smith)				
Latin Grammar, 28; Caesar, 35; Cicero, 10; Vergil, 5				

LATIN ENROLLMENTS—1948-49—(Continued)

Place, School, Teachers	3rd and			Remarks
	1st year	2nd year	4th years	
Our Lady of Good Counsel (Sr. M. Isabelle)	28	17		
St. Edwards School (Sr. Claire)	22	8		
Southern Methodist University (J. F. Cronin, Mrs. Lena Chandler) Elementary Latin, 140; Intermediate, 36; Cicero-Horace, 21; Adv. Vergil, 8 Elementary Greek, 58; Plato-Homer, 14; Thucydides, 6. Sunset H.S. (Agnes Edwards)....		44		
Texas Country Day School (James E. Reid)	20	11		(Ancient History, 18)
Washington H.S. (Vergil V. Sheppard, Cecil Partee)	99	74		
W. E. Greiner J.H.S. (Dorris McCreary)	21			
Denison H.S. (Edith K. Austin)	19	17		
El Paso Austin H.S. (Lulu Lee)	58	44	7	
Cathedral H.S. (Brother Virgil)		12		(Ancient History, 107)
Fort Worth Arlington Heights H.S. (Grace Boone)		61	54	
Our Lady of Victory Academy (Sisters Francis Marie, Mary Brigid)	30	12	1	
Paschal H.S. (Anna Gardner) ..	36	58		
Galveston Ball H.S. (Mrs. I. H. Devine) ..	6	64	8	
Lovenberg J.H.S. (Mavern Devine)	25			
Georgetown Southwestern University (F. W. Lenz) Elementary Latin, 9; Cicero, 3)				
Greenville H.S. (Norine P. Morris)		25		
Henderson H.S. (Belle Gould)	9	13		
Houston Incarnate Word Academy (Sister Rosaria)	48	33	6	(Ancient His- tory, 64)
Jack Yates H.S. (Mrs. Hazel H. Young)	80	22		
Lamar H.S. (Cora Pearl Penn, Mrs. Brumby)		162	49-8	
Milby H.S. (J. B. Hendrix).....	25	65		
St. Agnes Academy (Sr. M. DeLourdes, Sr. M. Ambrose, Sr. M. Stephana)	140	91	12	
San Jacinto H.S. (Helen Steed)		52	15-9	
Huntsville S.H.S.T.C. (Hattie Lucile Paxton)	9	5		
Longview H.S.	32	14		
Lubbock H.S. (Novelle Newsom) ..	58	19	10	
McKinney Boyd H.S.	19	14		

LATIN ENROLLMENTS—1948-49—(Continued)

Place, School, Teachers	1st year	2nd year	3rd and 4th years	Remarks
Marshall H.S. (L. L. Brown).....	19	20		
Mineral Wells H.S. (Laura Wallace)	5	9		
Nacagdoches H.S. (Lelia V. Davis)	9			
Palestine H.S. (Olive Williams)...	7	19		
Paris H.S. (Mrs. W. G. Sluder)....	30	55		
Pasadena H.S. (Marion Mayfield)	18	10		
Plainview H.S. (Mrs. Louise Joachim)		9		(Ancient His- tory, 220)
Port Arthur				
H.S. (Burdette Smyth)	44	40	5	
Bishop Byrne H.S. (Sisters Maria Stella, M. Claude, M. Columba, James Philip)...	100	107	9	
San Angelo				
H.S. (Mrs. Dorothy Redfield)....	5	62		
J.H.S. (Duwain Hughes)	60			
San Antonio				
Brackenridge H.S. (Cecile Lawrence)		11		
Alamo Heights H.S. (Betty S. Thompson)	34	12		
Central Catholic H.S. (Herbert Pieper)	76	37	6	
Our Lady of the Lake H.S. (Sisters Jane Marie, Charles Marie)	22	24	8	(Ancient His- tory, 33)
Our Lady of the Lake College (Sisters Agnes Clare, Callista)	11	2		
St. Gerard's H.S. (Sr. Mary Paschaline)	37	14		
Thomas Jefferson H.S. (Pearl West)	58	46		
Ursuline Academy (Mothers Andrew, Euphrasia, Josephine)	14	10		(Ancient His- tory, 24)
Sherman H.S. (Mrs. Stanley Hayes)	40	30		(Ancient His- tory, 35)
Stamford H.S. (Mrs. Bert Flemins)	15	7		
Taylor				
St. Mary's School	14	6		
Terrell				
H.S. (Mary D. Hardin)	45	49	7	
Burnett H.S. (Mrs. A. B. Overstreet, G. T. Overstreet)	28	20		
Texarkana J.H.S. (Mrs. C. O. Pinkerton)	35			
H.S. (Ruby Kinkaid)		20		
Sacred Heart Academy (Sr. M. Berchmans)	16	10		

LATIN ENROLLMENTS—1948-49—(Continued)

Place, School, Teachers	1st year	2nd year	3rd and 4th years	Remarks
Victoria				
Nazareth Academy (Sister Gertrude)	9	4		
St. Joseph's H.S. (Brother L. J. Gonner)	5	3		
Waco				
Baylor University (W. H. Juniper)	32		8	
H.S. (Elor Osborn, Mildred Sterling)	21	75	14	(Mythology, 14)
Moore H.S. (M. C. B. Ballenger)	33	41		
North J.H.S. (Mary K. Sendon)	24			
West J.H.S. (Mrs. Mabel M. Hughes)	33			
Wichita Falls				
Academy of Mary Immaculate (Sr. Helen)	11	5		
Zundelowitz J.H.S. (Leola Campbell)	56			(Exploratory Latin in Grade 8)
Wills Point H.S. (Mrs. T. H. Provence)				
	20	30	13	(Ancient History, 58)
Cartwright H.S. (Mrs. Mildred K. Mullins)				
	6			

THE SUMMER SESSION

It has been the policy of the Department of Classical Languages to offer in its summer session a few courses especially adapted to the needs of high-school teachers of Latin. These have included advanced and graduate courses in the language and literature and courses in teaching methods or background materials.

During the past few summers the enrollment for this work has not come up to our expectations. Whether our courses are not the sort of thing the teachers want, or whether there are few new Latin teachers in Texas, while the older ones have already taken such advanced work as they intend to take, or whether the teachers are going out of the state for their graduate work, is what we should like to find out.

We are therefore asking the Latin teachers to co-operate with us in the following way: If you have any expectation whatever of coming to The University of Texas next summer to take some work in our Department, please inform us of this and let us know what kind of course would best serve your needs whether for an advanced degree or for help with your teaching. Any criticisms will be welcomed and all suggestions will be carefully considered in making up the plan for the next summer session.

Please write, preferably before December 1, to Professor H. J. Leon, The University of Texas, Austin.

GRACE BEFORE MEALS

PROFESSOR H. TRANTHAM, Baylor University

TIBI, pater sancte, qui nobis omne donum dedisti bonum ac perfectum, pro hisce beneficiis sit gratia nostra nunc atque semper, per Jesum Christum dominum nostrum.

AMEN

TRIA GRAVIA

Tria amanda: fortitudo, mansuetudo, affectio.
 Tria odenda: crudelitas, arrogantia, ingratitude.
 Tria miranda: vis intellectus, dignitas, decor.
 Tria delectabilia: pulchritudo, sinceritas, libertas.
 Tria exoptanda: valetudo, amici, mens laeta.
 Tria exoranda: fides, pax, puritas cordis.
 Tria placentia: familiaritas, laetitia, hilaritas.
 Tria vitanda: inertia, loquacitas, ioca scelestia.
 Tria cara habenda: boni libri, boni amici, bonus animus.
 Tria propugnanda: honor, patria, amici.
 Tria imperanda: ingenium, lingua, mores.
 Tria meditanda: vita, mors, aeternitas.

THE CLASSICAL WORLD IN TEXAS

Under a three half-column spread with the headlines, "Study for the Future, 'Dead' Language Considered Vital," a feature writer of the Denton, *Record-Chronicle* reports Mrs. Irl Crowder's arguments that Latin is an important part of a student's preparation for making a livelihood and for using his leisure time. Brief, pertinent statements from lawyer, doctors, pharmacists, journalists, schoolmen, ministers, nurses,—all residents of Denton whose names are well-known to the reader, support her statements. To cap the list, noted historian A. J. Toynbee is quoted from his *Civilization on Trial*, "For any would-be historian—and especially for one born into these times—a classical education, is in my belief, a priceless boon." With the kind of spirit the article breathes, Mrs. Crowder, Latin teacher in Denton High School, will see her slogan, "Make Denton the classical center of North Texas" come true. You can marshal the same kind of support in your community, if you will approach your professional people.

"Local Latin Group Attend Tyler Meet," was the headline of a front page *Wills Point Chronicle* news story about the activities of the JCL chapter in Mrs. A. M. Provence's school.

Attractively mimeographed newspapers chock full of interesting items about the activities of Latin classes are *Cumera*, put out by the Latin classes of Henderson High School, *Hodie et Heri* of Paris High School Latin Club, *Hic et Ibi* of the Cleburne Junior Classical League. *Nunc et Tunc* of the Waco High School is in regular journal, printed format. The April, 1948, issue, along with much interesting material on derivations, on English in relation to Latin, and news, contains a large number of interviews by Latin students with people of prominence on why they studied Latin.

Southern Methodist University shows an amazingly strong enrolment in both Latin and Greek classes under Professor J. F. Cronin and Mrs. Lena Chandler.

Miss Betty S. Thompson of Alamo Heights Senior High School: "The enrolment for Latin I in the fall of 1947-48 was only eight students. In connection with Latin Week we staged a campaign for new students. Result: our enrolment quadrupled!" *Verbum sat*.

Mrs. Mary K. Sendon of Waco North Junior High School did not have a Beginner's Class last spring, but this fall she has a group of 24.

Last year Miss Anna Gardner of Paschal High School, Fort Worth, aroused a great deal of interest by a competition for the best essay on the subject, "Latin is the Key." The *Dallas Morning News* of April 17 quoted and commented on the prize essay. Miss Gardner has the complete recording of Orson Welles in the play *Julius Caesar*. Miss Gray of Cleburne brought the activities of Latin Week to high point by the selection of the Queen of Latin Week. Mr. Wronker of Terrell and Miss O'Neill of San Angelo had their students make a collection of jokes in Latin, while Miss Hankins of Paris suggested the collection of musical terms from the Latin.

Miss Lourania Miller is still the guiding spirit in the *Dallas Philological Society*, of which she was the founder.

Jukebox of Yesteryear, the radio show, conducted by our affable president of *The Texas Classical Association*, Dr. Walter H. Juniper, over radio station WACO will continue this year and has a prospective sponsor. "A disk-jockey to end all disk jockeys . . . a scholarly professor who looks more like a genial preacher than a Latin professor" as the *Dallas Morning News* describes him, Dr. Juniper feels that the program has been of value to the promotion of Latin studies by presenting a Latin professor "to the public in an unusual and favorable manner."

The most widely ranging travelers of the summer were the Dallas Latin teachers. For news concerning them we are indebted to Miss Lourania Miller, who herself remained at home and did coaching.

Miss Hilda Masters, Highland Park, made an extensive trip abroad, visiting England, France, Holland, Switzerland, and in particular Italy, with emphasis upon Roman antiquities.

Miss Myrtille Bradfield, Highland Park, fished the trout streams of Colorado during a three weeks stay.

Mrs. W. S. Thomas, Highland Park Junior High School, after a fifteen day visit with her son stationed in Germany with the armed forces, took a trip through the same countries as Miss Masters.

Miss Bonnie Wilkins, Woodrow Wilson High School, visited in Guatemala for two weeks.

Miss Christine Hammock, Adamson High School, vacationed in the Ozarks and the Smokies.

Miss Irma Griffin, North Dallas, visited in Illinois.

Miss Anne Cochran, Spence Junior High School, visited Washington, New York, and the Eastern Seaboard.

Mrs. Nell Ingram Young, for the past few years at Hockaday, is at home in Terrell, starting a new Latin pupil on her course. Her baby daughter arrived in early September.

Miss Marguerite Grow, Hockaday, attended the Ohio Latin Conference and then traveled in Canada.

According to a report in the *Dallas News*, Professor S. E. Wronker, after thirty years in Terrell, has resigned and gone to Marshall, Mo., because of an illness in his family there. Texas can ill afford to lose this able and faithful teacher, who in his quiet way has been a force in maintaining the classical traditions of scholarship.

Miss Mary D. Hardin of Terrell has succeeded to Mr. Wronker's place in teaching Latin in the high school.

Mrs. Anvaline Provence, Wills Point, Secretary-Treasurer of the Texas Classical Association, had an interesting automobile trip via Williamsburg to Washington and New York.

Miss Martha Hankins, Paris High School, one of our most enthusiastic teachers, has left the Latin field for a professional promotion. She has joined the History Department of East Texas State Teachers College.

Mrs. Marian C. Butler, Assistant Superintendent, Waco, spent much of the summer in selecting new professional literature for a Professional Library for the Waco system, looking toward a school improvement program.

Mrs. Mabel M. Hughes, Waco West Junior High, has been elected president of the Waco Classroom Teachers Association for this year.

Miss Elor Osborn, Waco Senior High, has been chosen to serve on the national Committee of Junior Classical Leagues, of which Miss Estella Kyne of Wenatchee, Washington, is chairman. This committee will further the organization of state federations. Miss Osborn, who is also one of the Texas state sponsors this year, recently attended a committee meeting of sponsors and officers in Tyler.

Miss Mildred Sterling and Mrs. Mabel M. Hughes will write the Latin course of study for the first year's work in the Waco schools.

Miss Ilanon Moon, Conroe High School, did research work in the library of The University of Texas during August for a series of articles for the *National Horseman*, horsemanship being one of her side interests.

Miss Hattie Lucile Paxton, Sam Houston State Teachers College, taught advanced English grammar in Puebla, Mexico, where the college has its annual Mexican Field School. At the end of August, she had eight days in New York and saw six plays.

Miss Teresa Henderson, teaching fellow and graduate student in the University last year, is teaching Latin in Blackwell, Oklahoma, this session.

Miss Ida McCain, formerly of Texarkana Junior High School, and for the past two years teaching fellow and graduate student at the University, is pursuing further graduate study at the University of Illinois, where she is also doing part-time teaching.

Mr. George Labban, teaching fellow and graduate student at the University, with Mrs. Labban and young son visited relatives in the Ozarks in September.

Dr. Oscar S. Powers of the University staff spent two weeks in Washington in August on active duty with the Naval Reserve.

Dr. D. A. Penick, accompanied by Mrs. Penick, attended a Presbyterian Educational Conference of University and College Professors from church and state schools at Montreat, N. C., in June. Later Dr. Penick was guest speaker for a series of talks at Camp Fern, a boys' camp near Marshall, Texas.

Mrs. Minnie Lee Shepard drove to Richmond, Virginia, where she was guest of a niece for the month of June. She visited many points of interest including Williamsburg, Charlottesville, Fredericksburg, with emphasis upon old houses and scenes of the Confederacy. On the way home, she spent a week in Boone, N. C.

Dr. W. J. Battle visited relatives in Chapel Hill and elsewhere in North Carolina and in Charlottesville, Va. Afterwards, he went to Cambridge, Mass., for two weeks and paid a visit to Professor Crosby on the Maine coast.

Mr. J. D. Sadler, after two years on fellowship in graduate work in the Classical Languages Department of the University, has accepted a position in Greek and Modern Languages at Texas Technological College. In June, he married Miss Mary Lou Smith, Secretary of the English Department of the University.

Mrs. Thelma Hodges who has her Master's degree in Latin, has joined the Classical Languages staff as an instructor at The University of Texas this semester. She was previously an instructor in the English Department of the University.

HOCKADAY SCHOOL, DALLAS

Our school welcomes Miss Jean Smith, M.A., University of Michigan, to our Latin department. Miss Smith will teach the Caesar and grammar classes. Of her visit in Italy Miss Smith wrote: "The summer recently spent by the American Academy students in Rome was full of highlights with both an unusual beginning and ending. The day after arriving in the city Togliatti was shot, an event which caused us to avoid public gatherings and crowds for several days. Such places as the old Etruscan town of Veii, the possible site of Horace's Sabine Farm, Hadrian's Villa, and the lovely view from Mt. Alba proved to be interesting day excursions. The Colosseum was beautiful and impressive by moonlight, and seemed to dominate our view as we rode to the Baths of Caracalla where operas were staged. Symphony concerts held in the Basilica of Maxentius were particularly lovely, not only for the music but also for the view of the floodlighted Roman Forum. Our visit to the Pantheon was thrilling, and especially appropriate was the intermittent sounding of the organ throughout this circular hall. All of these wonders plus other wonderful experiences were climaxed a few days before our departure with a "triumphal" procession honoring the Shah of Persia. Do you not think this was a suitable ending to a delightful summer?"

Mr. and Mrs. J. H. Young of Terrell have announced the birth of a daughter, Jenelle Victoria, on September ninth. Mrs. Young was in our Latin department from 1945 to 1948. We are delighted that her daughter has a Latin name.

From June 17-19 I had the pleasure of attending the Institute of the American Classical League in Oxford, Ohio. Our hosts at Miami University were most cordial, and did everything to make our stay comfortable and pleasant. Conversations at meal times in the lovely dining room of

North Hall and discussions among small groups on the tree-shaded campus will be long remembered. (Miss Eugenia Newberry of Houston can bear witness to these delightful occasions.) The program was well planned. There were many fine papers. The audience was alert. I especially enjoyed "The Familiar Concept Approach in Beginning Latin" by Mr. Norman J. DeWitt, "The High School Students' Charter" by Mr. Fred S. Dunham, "In Defense of Caesar" by Mr. John B. Titchener, "An Introduction to Linguistic Science Through Latin" by Mr. John F. Gummere, and President Walter Agard's splendid address (unfortunately cut short because of stress of time) on "The Classics in Tomorrow's Humanistic Education."

MARGUERITE B. GROW

QUOTABLE QUOTES

Secretary of State Marshall in a speech at the Princeton University Bicentennial: "One usually emerges from an intimate understanding of the past, with its lessons and its wisdom, with convictions that put fire to the soul. I doubt seriously whether a man can think with full wisdom and deep convictions regarding certain basic international issues today who has not at least reviewed in his mind the period of the Peloponnesian War and the Fall of Athens."

In conversation with a friend, Einstein:

"The more I read the Greeks, the more I realize that nothing like them has ever appeared in the world since." His friend asked, "You read the Greeks?" Einstein replied, "But, of course. I have never gone away from them. How can an educated person stay away from the Greeks? I have always been far more interested in them than in science."

Editorial in *The Journal of General Education*, Vol. II, January, 1948. "The decline of the classics, the masterpieces of Greek and Roman thought, is one of the most dismal aspects of contemporary education. . . . The time is right for a real revival of interest in the study of humanistic literature. . . . Wisdom concerning men and their proper relationships is now most grievously needed. The humane literature of antiquity provides an abundant source of such wisdom. If the teachers of the classics will . . . spend (their) . . . energy in convincing students and colleagues and men generally that the classical literature contains the noblest, wisest and most esthetically satisfying expressions of the human mind, and that the study of no other subject is an adequate substitute for this experience, the classics may yet be restored to their proper place in the academic world and the wisdom of the ages may yet help us through our present crisis."

THE STORY IN WORDS DERIVED FROM PROPER NAMES

Have your pupils trace the story back of the *italicized* words in dictionaries and encyclopedias: an *atlas* of the world; he *hector*ed his opponents; in a *stentorian* voice; he delivered a *philippic* against the Taft-Hartly labor law; a blooming bed of *iris*; a *hermaphroditic* statue; a *tantalizing* bit of gossip; a *hermetically* sealed tube; a strong *magnet*; the stream *meander*ed through the meadow; the tire had to be *vulcanized*; a *herculean* task; *halcyon* days; Hitler and his *myrmidons*; the *volcano* Parecutin.

BOOK REVIEWS

E. F. LEON

Brady, S. G., Lt. Col., U.S.A. (retired), *Caesar's Gallic Campaigns with critical introduction, notes, and illustrations*, The Military Service Publishing Co., Harrisburg, Pa., 1947. xxv + 230 pp. \$2.50.

This volume on *The Gallic Wars*, one of a series of *Military Classics* should have a place in the history of every school that teaches Latin or devotes time to European history. The author, who served in both world wars, knows both military strategy and the terrain of the Gallic campaigns.

Caesar's narrative is paraphrased and commented upon. The work affords an excellent example of how Caesar's story may be put into modern military idiom. Short passages where the Latin is followed closely will serve as models for translation but the book could not be used as a pony by any means.

The author has studied carefully the principal authorities on Caesar, both historians and military experts. He stresses repeatedly the value of Caesar's conquests in the preservation of Roman civilization for Western Europe, because a strong Roman Gaul postponed the dark ages which the barbarian invasions brought in their wake.

Details of the sieges of Gergovia and Alesia are illustrated with military maps.

The map of Gaul repeated on the inside of the covers of the book shows the location of the ancient tribes and cities with the addition of some modern place names, familiar from the last wars in France. The appendix pages 180 to 230 is a mine of information on the Roman army and will furnish answers to many questions that arise and material for classroom and Latin club papers.

Williams, Jay, *The Stolen Oracle*, Oxford University Press, New York, London, Toronto, 1943. 222 pp., illustrated. \$2.00.

The Counterfeit African, Oxford University Press, London, New York, Toronto, 1944. 188 pp. \$2.00.

The Roman Moon Mystery, Oxford University Press, New York, 1948. 200 pp. \$2.50.

The Stolen Oracle is the first of a series of "whodunits" that will fascinate the serious student in junior high school and the tenth grade. It may encourage a further study of Latin and the history and life of the Romans. In an interesting style, the rather improbable adventures of two precocious youths are told. They solve the mysterious theft of the Sibylline books in the reign of Augustus, quite fictional to be sure. The reader is introduced to Augustus, Horace, and other historical contemporaries.

The author has had his material checked by specialists. There is one obvious "boner" on page 33. "The Palatine was covered with gardens and lovely palaces from which word, in fact, the hill had taken its name." This is decidedly putting the cart before the horse.

The illustrations add little to the story but the map of the city of Rome on the inside cover will prove of value to the careful reader.

Like *The Stolen Oracle*, *The Counterfeit African* is a well written mystery story with a Roman background. Laid in the year 106 B.C., it deals with the campaign of Marius against Jugurtha and the re-organization of the legion. An African girl is introduced to give a touch of romance and appeal to girl readers.

There may be a bit of irony in the conduct of the Roman nobles who put the interests of their party above that of their country. Their conduct does furnish some interesting complications of the plot.

The references to the terrain seem to be based on careful study and may be from personal knowledge, since the author wrote the book while on active duty with the army. It is to be regretted that a map of North Africa is not included in the book.

The Roman Moon Mystery will give young readers some idea of the life of the early Christians in Rome in the reign of Nero. It tells how they were made victims of persecution in the general unrest of the times.

The identification of the moon trinket which gives the name to the story is the weakest part of the plot since the noble heroine would immediately have recognized its original purpose.

The story is perhaps even more complicated and interesting than those of the earlier books. The stylized map of the cover-lining will give a fair idea of the principal buildings of Rome in the time of Nero.

Wilder, Thornton, *The Ides of March*, Harper and Bros., New York and London, 1948. 246 pp. \$2.75.

Thornton Wilder states in his preface that he is not attempting historical reconstruction but rather writing "a fantasia on certain events and persons of the last days of the Roman republic." To anyone familiar with Roman history, the result is fantastic indeed. One can only explain

the high praise accorded it by some reviewers, as throwing a new light on the character of Caesar by the fact that they knew nothing of the historical Caesar to begin with.

With the letters of Cicero in mind, the author presents a series of letters, all imaginary, by Caesar and his contemporaries.

The letters are dated from August, 45 B.C. to March 15, 44 B.C. They are not arranged chronologically but in four groups, each dealing with a different topic. Book One deals with the scandalous conduct of the Clodian set. This interests readers who did not realize that mal-adjusted individuals existed in antiquity. Book Two treats of love, sacred and profane, and Caesar's love for humanity. Book Three concerns itself with primitive survivals in the state religion and ends with the historical account of the profanation of the mysteries, which actually took place seventeen years earlier. In Book Four, Caesar inquires into his position as the instrument of destiny.

We are introduced to many historical characters with bits of irony when the straight-laced matrons are depicted as succumbing to the lavishness of Cleopatra's parties, and Brutus, the puritanical philosopher, shows signs of jealousy.

Granted that the characters are interesting as fiction, there are two points that must be open to question.

What is the value of putting the events of seventeen years into eight months? The author admits that he is not writing history. It would have been better to declare, "Any resemblance to history is purely accidental."

Actually at the time the story opens, Clodius was dead, (d. 52 B.C.) so were Catullus (d. 54 B.C.) Cato the Younger (d. early in 45 B.C.) and Caesar's aunt (d. 68 B.C.). Clodia was about fifty and either dead or in retirement. Pompeia had been divorced and Calpurnia had been Caesar's wife for fifteen years, as everyone knows who has read chapter 13 of the *Gallic Wars*.

The second point in question is even less allowable, namely the inexcusable inaccuracies which could have been avoided by routine checking. The names given to Roman women follow no known system in literature or inscriptions. Clodia is regularly called Clodia Pulcher. She was not known by her brother's sobriquet and would not have used the masculine form if she had been.

The quotation from Catullus, (p. 67) must have been typed off from memory. It neither scans nor is correct grammatically.

"Appolonium" for "Apollonia" and "Coloneus" for the noun "Colonus" are inexcusable though we might pass over the invention of "Parastonium" where reference to a map would have revealed a place name for a port near the point the author wants to consider.

Caesar was indeed second-sighted when he mentions a lemonade seller as a type of street vendor, since lemons were not introduced to Europe until the late middle ages.

The book is basically a good idea worked out too carelessly. It would have passed if written about an imaginary dictator, in a hypothetical country and called *The Nones of April* or *the Greek Calends* but such a title would not have boosted sales.

