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LATIN LEAFLET

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

Roberta F. Lavender, Editor

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WACO NUMBER

Annie M. Forsgard, Editor



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SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912

GREETING

At the meeting of the Texas Classical Association in November, 1923, it was voted that THE LATIN LEAFLET should be prepared from time to time by the classical teachers of different Texas cities.

LEAFLET No. 12 was edited by the teachers of Fort Worth. The present number has been prepared by the teachers of Waco. —A.M.F.

LATIN TOURNAMENTS

When? Friday, April 3, 1925.
Where? Fort Worth, Waco, Houston, San Antonio.
Contestants? Whosoever will.

SPRING CLASSICAL MEETINGS

When? Saturday, April 4, 1925.
Where? At each tournament center.

The Texas Classical Association is sponsor for the Latin tournaments. In the future what athletics means in the high schools, classical teachers expect the tournaments to mean for Latin.

Worth while prizes are awaiting the winners. Mr. R. S. Sterling of Hous-

ton has offered to the fourth-year winner in that district a scholarship in the University of Texas, \$75.00 a month for nine months. In the Fort Worth district, the big prize is a scholarship offered by Southern Methodist University.

To defray publicity expenses, each school that enters is asked to send \$1.00 to the State tournament chairman. The registration list is nearing 100. An effort is being made to secure railroad rates. To get consideration from railway companies, an estimate of attendance must be sent to the February meeting of railway officials. Will you not see to it that your school is registered before the month of January closes?

Details for the tournaments were worked out by a representative committee of Latin teachers. Valuable assistance was received from Dr. W. J. Battle and Miss Roberta Lavender of the State University.

1. Each school is allowed two representatives for each year's work.
2. Two mid-term beginners also may be sent for a vocabulary contest.
3. Prizes will be awarded to the four pupils who submit the best es-

says. Write for subjects and regulations immediately. Three copies of essays must reach Miss Miller not later than March 1, 1925.

Send registration dollars and all requests for further information and essays to

MISS LOURANIA MILER,
*State Chairman For Latin
Tournaments,*

2543 Gladstone, Dallas, Texas.

THE CLASSICAL INVESTIGATION, PART I. A REVIEW

The recent publication of the first part of the results of The Classical Investigation* marks an important point in the history of secondary education in the United States. The volume will be of interest to all connected with our educational system as well as to the teachers of Latin, with whose work it deals specifically. The investigation is the most complete of its kind ever attempted for any subject in the secondary school curriculum. It covered a period of three years and enlisted the help of authorities in the fields of the classics and of education as well as that of several thousand teachers and pupils in the high schools of the country.

In May, 1920, the General Education Board expressed its willingness to finance an investigation of the position now held by Latin in the secondary school curriculum. The responsibility for carrying on the project was assumed by the American Classical League, composed of friends of the classics all over the country. The plan for conducting the investigation was adopted in January, 1921. The survey was, accordingly, undertaken in the following way: (1) by collecting all available facts in regard to the teaching of Latin as it is now conducted, by analyzing these facts, and on a basis of this analysis arriving at a plan for a constructive program and the teaching of the classics; (2) by investigating administrative policies in regard to Latin, the training of teachers, the number of pupils studying Latin, the relation of Latin

to other subjects, and also the position of Greek in the curriculum and that of Latin in the junior high schools; (3) by publishing and distributing a full report of the results.

The work begun in February, 1921, organized with a central committee of fifteen, aided by eight regional committees representing New England, the Middle Atlantic States, South, Central West, Southwest, Northwest, Rockies, and Pacific Coast. These committees worked with members of the education departments of various universities and availed themselves of the statistics compiled by the United States Commission of Education in regard to the number of pupils enrolled in the Latin and modern language courses, as well as those of the New York State Department of Education and of the College Entrance Board.

The final report will consist of six parts:

1. General Report (already published).
2. Documentary evidence for the report.
3. The Classics in England, France, and Germany.
4. English word count and Latin word list.
5. Latin word list, based on frequency of occurrence in authors.
6. A derivative lexicon of Latin and Greek in English, based on the New Oxford Dictionary.

The second chapter gives the statistics on the extent of Latin teaching in our schools. For the academic year 1923-24 in the entire country, 940,000 pupils were studying Latin, or 27.5 per cent of all those in the high schools. Of all schools in the country, 94 per cent offer courses in Latin, a greater proportion than those offering all other foreign languages taken together. In general, a three years' course in French comes next to Latin in number of pupils. These figures are not, however, true for Texas, as here out of 320 public and 41 private schools which offer Latin, 24 per cent of all pupils are enrolled in the course, as against 29 per cent who study Spanish, the figures for public schools being: 17,682 Latin pupils, 21,088 in Spanish, and 1,675 in French classes.†

Of those engaged in teaching Latin, 25 per cent have studied Latin in high school only, 25 per cent are not college

*The classical investigation, conducted by the Advisory Committee of the American Classical League, Pt. I, 1924, general report. Summary of results with recommendations for the organization of the course in secondary Latin and for the improvement of methods of teaching. Princeton University Press.

†Appendix Table II, figures for 1921-22.

graduates, and only about 25 per cent have studied Greek, about half in high school only. Only one state requires a course in the teaching of Latin as a prerequisite to the holding of a certificate in that subject. Though the decrease in those studying Latin in the third and fourth years of high school is far greater than the decrease in actual numbers of pupils for those years, the study of Latin seems to be on the increase in the colleges. Out of 590 colleges reporting, 223 offer courses in beginning Latin, and 228 offer teachers' courses.† At least thirty-nine state superintendents of education have expressed themselves as friendly to the study of Latin.

The figures for the number of pupils affected by the study of Latin lead to a consideration of the objectives which the study should attain (chap. III). The course in Latin offered generally covers four years, yet 69 per cent of the pupils do not continue the study beyond the second year. Thirty-one per cent enroll in third-year Latin, but only 14 per cent in fourth-year work, and only about 5 per cent study Latin for at least one year in college. Therefore, a great part of the results of Latin teaching should be obtained by the end of the second year. The immediate objectives, namely, ability to comprehend a passage of Latin, and knowledge of forms and syntax, may cease after the completion of the school course. The ultimate objectives, those which continue to function throughout the pupil's life, are discussed as (1) instrumental, i.e. aid given in mastery of words derived from Latin, and greater knowledge of English constructions; (2) disciplinary, i.e. transfer of habits of orderly thinking, etc.; (3) cultural and historical, a greater realization of the contribution of Rome to Western civilization. These objectives have been formulated on the basis of questionnaires sent to 1,150 teachers of Latin, of educational tests of pupils, and of questionnaires answered by pupils and by college graduates.

The greater part of the report (chap. IV) deals with the content of the four-year high school course in Latin. The facts are drawn from the material to which reference has been made, and sweeping changes in the content of the course are recommended in order that the objections promulgated as desirable may be secured

in greater degree. At present, of the teachers who agree in regard to the objectives, a small proportion declare themselves successful in securing them in their teaching; while educational tests given to pupils show the teachers were more sanguine as to the merits the following changes:

The general opinion is that the amount of Latin text required to be covered in the conventional four-year course does not leave time for the development of many desirable objectives. In New York, Pennsylvania, Maryland, and Chicago, the amount of Latin reading required has been reduced considerably in the recent syllabi. The committee therefore recommends the following changes:

1. The introduction at an early stage of a large amount of reading of easy "made Latin," conforming as far as possible to the characteristics of the classical authors.
2. Selections from classical authors which give an insight into the government, religion, history, ideals, and influence of the Romans.
3. Collateral reading in English on the same topics.
4. The thorough mastery of at least 500 words a year, the choice based on frequency of occurrence, and derivatives in English and the Romance languages.
5. Limiting the amount of formal syntax to be learned, as multiple choice tests show that pupils do not master many principles, although they are able to understand Latin reading matter.
6. Limiting in the same way the number of forms required to be thoroughly mastered.

Moreover, it is recommended that the reading of classical Latin be postponed until the beginning of the second half of the second year, that the reading of the third and fourth years be selected from various authors and limited only to at least thirty-five pages of Teubner text for the fourth term, and sixty and one hundred pages for the third and fourth years, respectively. The objection that this course will not comply with the present requirements of the College Entrance Examination Board is met by the fact that only a small proportion of the pupils enter college, and that a change in the high school curriculum throughout the country would necessitate changes in the college requirements.

†Appendix Table XIII.

The section of the report (chap. V) devoted to methods stresses the fact that while the ultimate objectives are to be kept in view by the teacher, the progressive development of the pupil's power to read Latin is indispensable. The first requirement to secure this is a thorough familiarity with Latin on the part of the teacher. Conclusions as to method are based on the statistics already cited, and upon the examination of examination questions and answers. Teachers agree on the advisability of accepting only translations in idiomatic English, the value of increasing the pupil's knowledge of vocabulary by means of his apperception of words already familiar, and of the various cultural objectives admitted for Latin. Yet the greater part of the examination questions are devoted to translation and formal syntax and forms. This is due, in part, to the fact that the large amount of reading of Latin required in the present course leaves little time for class discussion of the other objectives. An examination of answer papers of pupils taking the New York state examinations shows a relatively high per cent for work in English derivatives, largely, it is concluded, because the state syllabus stresses derivation as an integral part of the curriculum. It is advised, therefore, that pupils be brought to a realization of the various abilities derived by the study of Latin, and that definite time be devoted to derivation, history, and relation to Romance languages, and that the coöperation of the teachers of other subjects be secured.

In order to increase the time for this side of Latin study, the amount of time devoted to formal syntax must be decreased. This should be a means to clearer understanding of the text, not an end in itself. Moreover, since the understanding of Latin is the desired end, it may be secured otherwise than by translation, as, for example, the use of question and answer, or the summing up of the content of entire paragraphs. Translation itself into idiomatic English is not to be confused with comprehension of the Latin. Moreover, the rendering of Latin in ungrammatical English is wasteful. A literal translation in the case of difficult passages where analysis is necessary, should be given a special name, as "a metaphor," or "construe." The comprehension of Latin is attained by reading aloud in

the Latin order and taking in the meaning of the word groups. Translation at sight should form a part of every lesson, to instill in the pupils the correct method of attacking a Latin paragraph.

Most teachers agree that a higher standard of English is obtained from pupils of the third and fourth years. The committee has prepared, for rating translations, a scale similar to those used in the rating of English compositions. It is urged also that the collateral reading on Roman institutions be made an integral part of each term's work. New constructions should be taught largely from examples in the text, and new vocabulary on the basis of familiar Latin words, or of English derivatives, as far as possible. A detailed suggestion of the exact forms and principles of syntax suitable for each term's work has been formulated.

Although the committee upholds the teaching of Latin for the purpose of understanding Latin, and approves of the development of knowledge of forms and syntax by reference to reading material, it does not approve of the "Direct Method," inasmuch as this must preclude all opportunity for training in English, and requires an amount of time unavailable in our school systems. Moreover, in the hands of unskilled teachers, it has been found to produce a glibness of response on the part of pupils without thorough mastery. Occasional use of the direct method is, however, recommended as of value for illustration or drill, and particularly in the junior high school.

The general conclusions summed up in the last chapter point to the fact that the deficiencies in the teaching of Latin are due largely to the present course, and the insufficient training of teachers. In spite of this, the comparative records of Latin and non-Latin pupils taking the examinations of the College Entrance Examination Board for a period of ten years (1914-1923), as well as similar records of the New York State Education Department (discussed in chap. VII), show that Latin pupils are superior in general standing. Some of this superiority may be attributed to the work of four years in Latin, as well as to initial superiority in the intellect of the pupils.

The teaching of Greek, though limited, seems to furnish similar results. It is urged that teachers of Latin be-

come familiar with Greek in order to understand the relation of Latin to Greek literature. This would also provide greater opportunity for Greek in the high schools. Likewise, the need for teachers' training courses is stressed.

The volume contains a brief summary of the position of classical teaching in England, France, and Germany, which will be more fully treated in vol. III of the publications. The English Education Act of 1921, extending the plan of secondary education, makes Latin a part of the curriculum of all schools offering two foreign languages, and provides extensively for Greek. The French Act of 1923 reorganizes the course of the secondary schools, making Latin compulsory. The situation in Germany is still unsettled, because of the movement to make the German language and literature the center of the educational plan, to the exclusion of all others.

The book contains two appendices, the first statistical, giving the figures for the study of Latin; the second, quotations on methods in Latin teaching from various authoritative publications.

A detailed study of the chapters on content and method will well repay any teacher of Latin, because of the suggestions offered, many of which may be applied in teaching, even under the present course. Teachers will find many of their own opinions as to helpful method substantiated, and ways to correct unsuccessful methods of presentation offered. Copies of the book will be sent on request to Latin teachers who write to the Princeton University Press, Princeton, N. J. ERNESTINE F. LEON.

KNOWLEDGE VERSUS METHOD

One of the great dangers to the profession of teaching is that many prospective teachers are specializing in education in college rather than in the subjects they are planning to teach. This, in the opinion of the writer, is a calamity. Many seem to have the idea that they must major in education in order to secure the permanent certificate. They are not thinking of knowing from every angle something to teach; that seems to be a minor consideration with many.

Teachers of Latin should know Latin, not merely the Latin to be taught in the high schools, but Latin

from many sides. Not that one teaches all he knows in secondary work, or even in college work, but it is hard to know too much about the subject to be taught. The writer has nothing against courses in education; in fact, he did graduate work for two years without credit in this field, just to come in contact with it.

I do not know the remedy. It may be that the permanent certificate law is the cause of this growing tendency, and ought to be changed. At any rate, prospective Latin teachers should plan to know Latin first and methods in teaching next. The best methods without accurate knowledge cannot secure the best results in teaching; accurate and extensive knowledge, coupled with the best methods of teaching, will produce the ideal teacher.

J. W. DOWNER,
Professor of Latin, Baylor University.

THE LATIN TEACHER

Only the Latin teacher who feels his responsibility can know and fully understand his many trials. Every teacher should be well prepared for his work, but the preparation for teaching some subjects seems simpler than for others.

Though in mathematics the names of many of the terms are derived from Latin, that subject can be taught and understood without Latin or even an English education. Much over half our English words are derived from the Latin, and yet English can be taught without a Latin education.

The Latin teacher not only must know his own subject (including ancient history and mythology and antiquities and, if possible, Greek as well), but he ought also to know English grammar and literature and something of the modern Latin, called French or Spanish or Italian, and, in addition, he must have the power to adapt his knowledge to his use.

Adaptability on the part of the teacher means that he should be wide awake, seeing and reading everything that can be used to add interest to his subject.

The teacher of this "dead language" cannot even sleep on current events. He should direct the attention of his pupils to new inventions bearing Latin names or new names formed from Latin words. Almost all the new inventions have Latin or Greek names.

many of them the names of their divinities. These things sometimes surprisingly interest a very stolid class.

Sometimes the pupil considers the language under consideration dead, and he himself dies to all interest in his subject. Then the teacher becomes "all things to all men"—the train to bear the pupils on, the engine that draws the train, the fuel that moves the engine, the stoker that pushes in the fuel, the engineer that guides and is responsible for all. Small wonder that by vacation time he needs a rest!

The live teacher cannot fail to present to his pupils the practical side of his subject. Some might fail to appreciate the culture certainly obtained by the study of Latin, the increased English vocabulary, the more skillful use of the English language, and yet be aroused by practical application of the subject. The embryo writer, lawyer, doctor, artisan, advertisement writer, or advertiser could not be blind to his need of this most used of all languages. It is the work of the teacher to open blind eyes and unstop deaf ears, that the pupil seeing and hearing may understand what is passing before him.

HINTS TO TEACHERS

1. Be individual. Get ideas from all sources, but make them yours before using them.

2. Teach your subject, not about your subject. Many students, and teachers as well, know much about Latin, but do not know how the Romans express their thoughts. Sidelights are valuable, but they should not crowd out the essentials.

3. Do not entertain your students with what you know. Encourage them to find out things to tell you. To this end, be a regular interrogation point.

4. In teaching, do not shoot over the heads of your students. Find out what they know and begin on that basis rather than on what they ought to know. It is amazing how much students can learn in a short time by adding each day a little to what they already know.

5. Meet the temptation to copy or to memorize or to "ride" by giving assignments not found in the textbooks but of the same difficulty or even easier. In this way students will find out that a "pony" becomes

a "bucking pony" on examinations and tests.

6. Do not correct written work in class, unless you take up the papers and see that the corrections are made by the students. The best and most honorable students will not see all the errors. It pays to return corrected papers and discuss the errors.

J. W. DOWNER.

SUGGESTIONS FOR LATIN CLUBS

Two books which seem to me most usable for Latin club work are Miss Paxson's *Handbook for Latin Clubs* (Heath) and Miss Sabin's *Relation of Latin to Practical Life* (published by the author). The University of Iowa puts out an excellent leaflet bibliography.

Organization. A Latin name for the club, as *Amici Romani*, *Societas Latinorum*, and Latin titles for officers, as *consul*, *scriba*, *aedilis*, promote interest. There should also be a Latin motto, a club song in Latin; perhaps, evolved later, a classical flower and color. The sunflower and purple have been favorites.

Calendar. A monthly calendar in Roman style with club activities, as well as dates, set forth in Latin may be posted effectively. A decorative sketch of the god or hero of the month, as Mars, Julius, will help. Special programs for holidays are popular.

Roll Call. Roll call may be made most interesting, and will give each member a chance to perform. Answers may be names of mythological characters, Latin words used in mathematics, Latin place-names in Texas, Latin names for food, animals, clothing, to fit the program.

Plays. Once organized, the club needs something to do. Nothing delights more than a play. Roman schools, weddings, funeral and banquet scenes may be made beautiful or comical. Original pantomimes or mythological scenes, favorite classical events,, and original dramatizations of *Three Bears*, *Cannibal Isles*, *The House That Jack Built*, are interesting. For more ambitious efforts, there are good plays in *Decem Fabulae* (Lingua Latina Series), Paxson's *Two Latin Plays* (Ginn), Schlicher's *Latin Plays* (Ginn), and in the files of the Classical Journal. The enthusiasm repays the labor.

Songs. Miss Paxson's *Handbook*

and Smith's *Latin Lessons* have some good Latin songs in the back. The clubs enjoy making their own Latin songs to fit popular airs.

Games. There is a very good illustrated mythology game put out by the Cincinnati Game Company, Cincinnati, Ohio. The Latin Game Company, Appleton, Wis., has some good games of verbs and nouns. There are many similar series. My classes will toil manfully for a "card game."

Pictures. A set of sixteen picture cards of Roman life and scenery is published by G. Bell & Sons of London; excellent small Perry pictures of classical art, and back numbers of *Mentor* pictures may be used well. There is a wall picture—Villa Cornelianiana—in gorgeous colors published by the Clarendon Press. To try some conversational Latin in the club is especially good. Stereopticon slides and moving picture films may be had from the Extension Department of the University of Texas.

Construction. This work appeals to the less literary minded. I have had some charming models of Roman houses, camps, shields, and swords made from cardboard or wood; and a whole Roman family represented by dolls, costumed with accuracy and skill. Miss Sabin's book contains ideas for many interesting exhibits.

Latinizing. This has been mentioned in connection with plays and songs. Clubs like to Latinize songs and best seller titles, familiar national or local advertisements, jokes, conundrums, and nursery rhymes. The Latin resulting is sometimes strange to behold, but the interest generated is worth it.

Latin Bible. A Latin Bible is a source of interest. Familiar quotations may be memorized.

Stories. Original stories in English with classical setting; the tree flower and star stories of mythology; the story of the boy who wished everything Latin destroyed, and got his wish with tragic results; the stories of words and phrases of everyday—these can tell much that would be yawned at in a dry "paper."

Continued Stories. Some clubs like to devote part of each meeting to a book read aloud and continued to the next meeting. Whitehead's *The Standard Bearer* (American Book Co.), Davis's *A Friend of Caesar* (Macmillan), and Shaw's play, *Caesar and Cleopatra*, are good.

Money Making. The club can make

money to buy pictures for the Latin room or books for the library or a bit of sculpture or a few coins or slides. Films or slides from the University of Texas may be shown for an admission fee, Latin plays by the club may be charged for, or a Latin paper may be published and sold for a small profit. A live club will find a way.

ELOR OSBORN.

THE BULLETIN BOARD IN THE LATIN ROOM

Besides the usual display of scenes from modern and ancient Rome and pictures of statuary and paintings based on classical subjects, the following have proved both interesting and instructive when presented on the bulletin board:

1. *Arma Romanorum et Gallorum*. Pictures for this display can be found in old textbooks no longer in use. A committee of interested pupils will enjoy collecting the material and arranging it attractively.

2. *Latin in Radio*. The boys interested in radio have discovered that practically all the terms used owe their origin to Latin. From their magazines, *Radio News*, *Radio Digest*, *Radio Broadcast*, *Popular Radio*, *QST*, they can obtain abundant material, new words, and pictures.

3. *Rapid Growth of the Latin Element in English*. Ask a class, or several classes, to bring pictures of inventions with Latin names and to underscore the word derived from Latin. These will be brought in in such numbers that the best way to keep up with them is to paste all on a large cardboard.

4. *Mythology up-to-date*. These are a little more difficult to find than Latin-named inventions, but give it time and you will be surprised how often the ancient heroes and divinities appear. Here are a few: Vulcan matches, Neptune motor boat, Hygeia slippers, Hebe milk, Titan granite ware, Minerva yarn, Venus pencils, Atlas cement, Hercules powders, etc.

5. *Latin on Coins*. If there is no way of attaching coins to the board, some pupils will be glad to make a large drawing of each coin and to write beneath it the Latin inscription with its meaning. Here may be included English money, the coins of "Helvetia," our own "E Pluribus Unum," and our use of the fasces. The fact that most of these are so

familiar seems to make the subject all the more interesting.

6. *Dona Omnibus*. This is very entertaining to beginners' classes just before the Christmas holidays. Have a fireplace and stocking cut from red cardboard to fit your bulletin board. Ask each pupil to find a colored picture, if possible, of some article which would make an acceptable Christmas present, find its Latin name in the English-Latin dictionary, and print it on the picture. These are attached with thumb-tacks on the top of the stocking and all around it. M.C.B.

SHOULD THE ENGLISH STUDENT STUDY LATIN?

The other day I heard a lawyer say, "Everyone should study Latin. In my opinion, the person unfamiliar with Latin spends enough time looking into the dictionary for the meaning of words, to master the language. Latin reveals the meaning of so many words in English that I consider it a necessity."

Overlooking the abominable manner in which most lawyers pronounce the simplest Latin words and phrases, the scholar should admit that there is some truth in the statement quoted above. The study of Latin is helpful not only to lawyers and other professional men, but also to the casual student of English. In fact the real student must know Latin to be acquainted with one of the ancestors of modern English.

The dual character of our language is apparent to anyone familiar with the history of English. The tongue we speak is the direct descendant and offspring of the Germanic and the Latin languages. Of course, the old German was changed in the Anglian and the Saxon dialects, some obscure scholars even contending that Saxon is a corruption of Isaac-sons and that the original language was that of one of the "Lost Tribes." Our Latin words came into the language through the Church; through Norman, French, Italian, Spanish; by direct borrowing. There is no doubt of the fact that our language is a product of the old German and the Latin. Whether these two languages had a common ancestor, we do not know; but by a

strange coincidence they have the same root-words for father, mother, God, man, and many other essential words. If the reader is not familiar with the interesting story of the evolution of the English language, he has a subject before him as interesting as a novel.

For a long time, English was far from an exact language. In glancing through works, say from the time of Chaucer to the present, one is led to believe that many of the prose writers resorted to "poetic license" in grammar, spelling, and mechanics.

On the other hand, Latin is an exact language. It has been said that the mere knowledge of how to express our thoughts in Latin is training in exact thinking.

Although making no pretensions of having followed the advice fully, I am offering a few suggestions of one Dr. Johnson, a certain dictionary-maker of London:

"In the study of Latin, it is proper not to read the latter authors, till you are well versed in those of the purest ages; as Terence, Tully, Cæsar, Sallust, Nepos, Velleius, Paternulus, Virgil, Horace, Phædrus.

"The greatest and most necessary task still remains, to attain a habit of expression, without which knowledge is of little use. This is necessary in Latin, and more necessary in English; and can only be acquired by daily imitation of the best and correctest authors."

After all, we must agree with the lawyer, who said that Latin helps us to understand English.

E. D. JOHNSON,

*Head of English Department,
Waco High School.*

SEEN IN WACO

Non Nobis Solum: Elevators and door of the First State Bank building.

E Pluribus Unum: United States dollar.

Tonsor: Fifth street barber shop.

Aura Vincit: Franklin car.

De Gustibus Non Est Disputandum: Brooks Sandwich Shop.