

Notanda Borea

California Classical Association—Northern Section

Marian McNamara Scholarship

We are pleased to announce our first Marian McNamara Scholarship winner. Anna Newman Wipfler, from Menlo School, Class of 2005, received the award and plans to study Classics at Yale. Ms. Wipfler says that she is considering majoring in the Classics.

Please encourage your students to apply for the 2006 award. This could make a difference for you and your student.

Contributions to the scholarship fund are much appreciated and can be included with your membership renewal.

JCL Notes

The State Convention will be held at our own Miramonte High School in Orinda on April 7-8, 2006. This year many schools are pitching in to help Convention President Diana Wang, the students at Miramonte, and their sponsor, Matt Davis, accommodate the 1800 people expected to attend. Castilleja is handling the Pre-Convention Contests, St. Ignatius is rounding up all the workshop presenters, Harker is running the Open Certamen, and Menlo is chairing Graphic Arts and Awards. Registration materials will be available by November 5 at *Ludi Novembres*, or on line at CaJCL.org.

Ludi Novembres will be held at Harker this year on November 5, 2005. This is an opportunity for the teachers and students of the northern sector to gather for a day of fun, workshops, and friendly competition. If you are interested in getting involved with JCL, this is the day for you. Please contact John Hawley at Harker School at JohnHa@harker.org.

This summer some 57 students and teachers from California attended the 52nd Annual National Junior Classical League Convention at the University of Missouri from August 1-5, 2005. This is the best of the JCL activities where students from all over the United States meet to compete, to learn, and to form lasting friendships.

In Memoriam: John Cavers

Long-time CCA member John Cavers, who taught Latin at Saratoga High School from 1968 till the mid-1980's passed away on June 15, 2005, at the age of 83. After his retirement from Saratoga High, he substituted in many schools in the south and east bay for another eight years and continued to tutor until four years ago. John had also been a CCA board member. A memorial service was held on Friday, June 24, 2005, at St. Joseph's of Cupertino Church.

Charlayne Allan Retires from U.C. Davis

Longtime CCA-NS board member, and two-time President, Charlayne Allan has retired from U.C. Davis. Charlayne's influence on and support of the program at Davis was described by the current program director, David Traill. "Charlayne...came to Davis from Louisiana State University in 1990. [She] took charge of the lower division program in Latin and quickly proved an immensely popular teacher....Soon we had to offer more sections of Latin 1, 2, and 3. David notes that the number of Classics majors swelled from a "mere handful to a very healthy 34 this year.

I was lucky enough to blunder into Latin at Davis and find Charlayne. My return to school followed two career mistakes and I was determined to study something I loved—French. UCD French classes conflicted with my full-time job, but Latin (Latin??) did not. From the first class, I was in love with the subject and, yes, the teacher. Charlayne's quiet command of the classroom and the language convinced me that I wanted to be her when I grew up. (I was 34.)

The board of CCA-NS would like to wish Charlayne and her husband Nigel a restful and happy retirement.

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Stephen Weislogel Retires from Crystal Springs Uplands School

Stephen Weislogel, who has taught Latin at Crystal Springs Uplands School since 1978, will retire in June 2006. The Latin program at the school will end in the spring of 2007 when a two-year course in Mandarin will be introduced in the Upper School.

Many of you will recall the beautiful conference programs designed by Stephen in the past. We at CCA-

NS hope that he will have a carefree and restorative retirement.

Book Reviews from Michael Collins

Members may recall the talk by author, Steve Saylor, several years ago at Santa Clara. He has written several novels with Rome as the backdrop, and has filled his stories with a great deal of cultural asides as his heroic detective solves various crimes.

At the time of his talk, I asked him if he had ever met John Maddox Roberts, another author of crime-solving novels set in the environs of Rome. Steve said he was supposed to be on a panel with him, but for one reason or other it did not happen. I mention this author because he too has a detective working cases similar to Saylor's. In fact he has 8 hard cover books being reissued in paperback under the general heading of SPQR. I just finished one sub-titled *Saturnalia*. It was exciting and filled with bits of cultural and historic information and some trivia. I think his books are better directed at students in regards to the cultural bits.

I might add that both authors have their heroic detectives work on the Cicero - Catiline case. I found it very intriguing to note how the two took totally opposite sides in working out the plots, Roberts positions Catiline as the bad guy, while Saylor makes Cicero the bad guy. Both seemed quite plausible. Saylor's title was *Cataline's Riddle*. Robert's novel was titled *The Conspiracy of Catiline*. Hope you like them.

Philharmonia Baroque Orchestra's "Atalanta"

Having performed a majority of Handel's oratorios over the past 24 years, Philharmonia Baroque Orchestra is proud to present a Handel opera on its home subscription for the first time. "Atalanta" tells the story of an empowering heroine in Greek mythology whose cunning ways and startling beauty made her the idol of men. This opera will be performed on September 10, 11, 16, and 17 in various Bay Area locations. Find information at www.philharmonia.org.

Report from the ACL 58th Annual Institute by John Klopacz and Dobbie Vasquez

From June 24 through 26, the American Classical League hosted its annual Institute at the University of New Mexico in Albuquerque. Among the foci of the weekend were technology in the classroom, oral Latin, Latin in a multi-cultural world, and promoting Latin throughout the curriculum.

One of the great advantages of attending is the sharing of pedagogy and concerns with colleagues from around the globe. Participants have the opportunity to attend sessions devoted to specific textbook series and to exchange materials, e-mail addresses, web sites, and successful strategies. There is also opportunity to meet new colleagues and visit with old friends.

Some 24 Californians from north and south were on hand for the event, and many were presenters. Conrad Barrett offered sessions on Hercules' last six labors and on oral techniques for increasing language learning. Lisa Masoni gave a workshop on archeology in the classroom, and Virginia Barrett shared novel approaches for promoting Latin in the elementary and middle schools. Virginia Anderson introduced the SeniorNet Classics Project, an online Latin program for the retired. Al Baca presented the Spanish component of the Charleston Latin Program, and Jeff Zorn gave a paper "Rhetorical Feminism in Euripides' *Medea*." In addition, author Edith Hope Fine introduced *CryptoMania!*, her time machine program to transport elementary students back to ancient Rome. Our own Virginia Barrett received a Merita Award for her devoted service in the promotion of Latin and Greek. CCA-North President Dobbie Nicholls attended as Committee Member of the National Junior Classical League, and Board Member John Klopacz represented CCA-North at the ACL National Council Meetings.

Thanks to the hard work of the ACL staff and of the Department of Foreign Languages and Literature at the University and especially the leadership of Professor Warren Smith, Department Chair, the weekend was a great success. The weather was gorgeous, and the University beautiful and hospitable. One of the highlights of the weekend was Professor Monica Cyrino's plenary session "She'll Always Have Paris: Helen and the Women of Wolfgang Petersen's *Troy*." Accompanying her witty observations about the lack of strong female characters were numerous clips from the movie-especially shots of the muscular Brad Pitt.

We ended the Institute gathered around the piano with Stan Farrow to sing old favorites like *In Via Ferri Laboravi*, *Haec Terra Est Vestra*, and our personal favorite *Cor Reliqui Sancti Francisci*. We encourage everyone to mark their calendars for the next Institute in Philadelphia from Friday, June 23, to Sunday, June 25, 2006.

CCA-North announces New Board Member

We're pleased to introduce our newest board member appointee, David Smith. David currently

teaches at San Francisco State University. He earned his Ph.D at Stanford. He has graciously accepted the position of Vice President of CCA-NS.

Full Color Brochure to Promote Latin Studies by Virginia Barrett

The National Committee for Latin and Greek in cooperation with the American Classical League recently printed 35,000 copies of a color brochure to encourage the study of Latin in secondary schools. "Latin: More than Just a Language" is an American version of a brochure produced several years ago by the Joint Association of Classical Teachers in Britain. Virginia Barrett and Tom Sienkewicz revised the text and photos. About 3000 copies were distributed gratis to teachers at ACL Institute in June and 1,000 complimentary copies sent to each of the NCLG's sponsoring member associations. The brochures are suitable for distribution to students, parents, school boards, or school administrators.

The six-panel brochure may be viewed at Tom's website:

<http://department.monm.edu/classics/cpl/promotionalmaterials/BarrettBrochure.pdf>

The purpose of the brochure is to encourage students in secondary schools to study Latin language and Roman culture. The brochure provides reasons for the study of Latin: that it is a major source of English and the Romance languages; provides direct access to some of the finest literature and art; brings students into the mainstream of their own culture; and helps prepare students for college admissions and interesting careers. Former Latin students and celebrities like Coach Joe Paterno and comedian Teller testify to the value of studying the subject. The brochure has photos of Roman architecture, technology, and JCL students in togas. Sets of brochures up to 100 per teacher may be ordered from the ACL's Teaching Materials Resource Center at cost of shipping and handling: Email info@aclclassics.org or phone (513) 529-7741. Classical organizations needing more copies may order in bulk from Virginia Barrett for \$100 per 1000 brochures. Send your check, payable to the NCLG, to 11371 Matinicus Court, Cypress, CA 90630. Allow three weeks for delivery. Please indicate where and to whom the brochures should be mailed. We hope that teachers will use them to build and maintain their Latin

programs and membership in JCL clubs.

Virginia and Tom plan to revise this brochure for college students in the near future. If you have any suggestions about material for the revised brochure, please contact Tom Sienkewicz at toms@monm.edu or Virginia Barrett at barrettcyp@aol.com.

N.B. CCA-N will have these brochures available for you at our fall conference on November 12.

News that Bodes Well

Ben Schalit, Latin teacher at Redwood High School in Marin, is teaching our favorite language to 136 students this year. Somehow Ben has squeezed them into 6 classes, of which one is a 15-student A. P. Vergil class. Ben reports he has never been busier but never happier. ITER IRE, BENIAMINE!

Iter ire, Beniamine!

Latin Mass at Church of the Advent

At 5:00 p.m. on the first and third Saturdays of each month, the Church of the Advent, located in San Francisco at 261 Fell St., offers a Latin Mass.

Teaching Position

While I am still teaching Latin at Lincoln High School in San Jose, I have taken the position of Vice-Principal of Old Orchard Upper School in Campbell. I have an immediate opening for a Latin teacher to teach grades 6-8. The assignment would be for 3-4 hours per day and I will accommodate a candidate's schedule as best as I can.

Candidates may contact me via janet_miller@sjsd.org. Thanks in advance for any help you may be able to give me.

Fall Conference Preview

Please mark your calendars for our Fall Conference, *Hatshepsut: From Queen to Pharaoh*, scheduled for November 12 at the "new" DeYoung Museum. Professor Cathleen Keller, Associate Professor of Egyptology in the Near Eastern Studies Department at University of California at Berkeley will offer a lecture at the event. The conference will be a joint venture combining CCA-NS and the Ancient Hellenic Arts Council, and will include a docent-led private viewing of the exhibition.

Please submit your items of interest to the editor!
Michelle Lamb Discher

Deadlines for submission are: 15 February, 15 July and 15 November to: michelledischer@mac.com, or mdischer@menloschool.org, or by mail to: Michelle Lamb Discher Menlo School, 50 Valparaiso Ave., Atherton, CA 94027
Please be sure to visit our web site:
www.ccanorth.org

**What Happened to Latin Among the Romans?
Douglas Domingo-Forasté
California State University, Long Beach**

This quite deceptively titled paper does not discuss Latin linguistic change. Instead I examine the experience of Los Angeles High and one popular perception of Latin teaching from 1971 to suggest ways colleges and universities can help restore Latin in public secondary schools that formerly taught it by the use of cooperative education. I propose a partnership of schools of post-secondary Classics departments and public high schools to return Latin to schools with traditions of teaching the language.

On New Year's Eve, 1971, the American Broadcasting Company television network comedy/drama "Room 222," first broadcast an episode of particular interest to classicists. The series, which ran from fall 1969-1974, was an "issues show" set in Los Angeles and normally dealt with social problems of the period. It used Los Angeles High School for its exterior shots and some of the writers' inspiration as well. It was a precursor to the popular serial format of many television dramas like "ER" and "Law & Order." But this particular episode heralded the problems of Latin teaching in the period. Episode 66, "The Fading of the Elegant Beast," depicts an aging Latin teacher reassigned to teach something else because insufficient students have enrolled in Latin.ⁱ This episode of Room 222 was a harbinger of difficult times for Latin in the Los Angeles Unified School District high schools generally and Los Angeles High in particular. It was not simple coincidence that the shows writers used an educational trend that matched a trend at Los Angeles High.

While Los Angeles' first public school opened in 1855, eventually given the creative name of "school number 1" (followed by school number 2), the first public high school in the city did not open until 1873.ⁱⁱ A Catholic college and high school, St. Vincent's College, later renamed Loyola, had preceded it in 1868.

Los Angeles' first public high school was located downtown, near what is now First and Broadway. Los Angeles High School, created on an elementary school site in 1873, cost \$20,000. In 1882, to make room for the County Court House, the school moved within downtown to the present site of the Board of Education. In 1917, it moved again to its current location on Olympic Boulevard in West Los Angeles with 1,937 students.ⁱⁱⁱ Los Angeles High was always known for its superior buildings and "always a tower and always a clock" was its catchphrase. Sadly, the 1971 Sylmar earthquake structurally damaged its beautiful neo-gothic building. While the public, its alumni and school officials debated the possibilities of restoration, a fire broke out in the building and the Board of Education let out contracts for the building's demolition and a new poured concrete complex on the same site.

One of the great wonders of Los Angeles is Los Angeles High. In a city that until the 1880's land boom barely registered a notation on the map, perhaps the second most important classical public high school in the nation was founded. The curriculum was roughly the same as St. Vincent's classical curriculum and the 1898 Blue & White yearbook includes of set of stern-faced Latin and Greek teachers headed by Mr. A. E. Baker and included Susan M. Dorsey who would go on to be the first female Superintendent of Schools in Los Angeles. She is honored in another Los Angeles high school named after her. She also established a Classical Center because a teacher at Franklin High, Miss Josephine Abel, "had a passion for *realien* and under her inspiration the pupils made up quite a museum of articles reminiscent of Roman civilization."^{iv} Those artifacts were later dispersed to various museums after World War II.

Los Angeles High had three courses of study, the literary, the classical and the scientific. In 1881 the literary course required four years of Latin and the Classical course four years of Latin and three of Greek, though Greek was reduced to two years by 1884. The curriculum attempted to fulfill the entrance requirements of the University of California founded in 1865. Modern languages were introduced at Los Angeles High in 1893. And in this same year the demise of classics might have been predicted had the situation not changed. Total enrollment stood at 675, but only 282 were in Latin; and a mere 25 were studying Greek. Only twenty years earlier every student had taken Latin and most had taken Greek. Incidentally, Los Angeles High's spinoff commercial high school, Polytechnic High, founded in 1897, also taught Latin. Manual Arts High School,

founded in 1907, was the first high school in Los Angeles not to offer Latin.

While Mr. Baker and the five women classicists of the 1880's through the first few years of the 20th century undoubtedly did a good job teaching Latin as it was taught then, the real credit for making Los Angeles High the preeminent Latin public high school west of at least the Mississippi River and perhaps west of the Charles belongs to Walter Edwards. He was an outstanding classicist who devoted his life to the discipline and to Los Angeles High. It was he who reversed the trend of declining Latin enrollments at Los Angeles High; and as Los Angeles High went, so went the other high schools of the Los Angeles Unified School District. Walter Edwards' contributions to the rich Latin heritage of Los Angeles deserve separate recognition. He taught from 1907-1938 at Los Angeles High giving up a position at Throop Institute, (later known as Cal Tech) to begin teaching at the high school. It is he that founded in 1921 the Latin newspaper *Nuntius* now published by Junior Classical League. He published several scholarly articles and was recognized as a teacher and mentor by students throughout those thirty years.

However, Dr. Edwards left the indelible imprint of Romanitas on Los Angeles High in another way. Until that time the school had been known as the Pioneers because of its association with early Los Angeles or sometimes The Hilltoppers because of the location of the school. But in 1915 the high schools of the city of Los Angeles decided to put on a pageant. An unnamed *Los Angeles Times* reporter wrote a short but laudatory report on the event.

Under the headline, "CITY SCHOOLS PAGEANT AND PARADE" the reporter noted with no apparent regard for the avoidance of hyperbole:

"These two great enterprises undertaken at the same time, constitute what was probably the greatest example of dramatic art ever undertaken by the public schools of America. Los Angeles receives credit for having done a big thing in a big way and every part of its success is due to the students and teachers of our schools, and not to professional designers and promoters.

In the pageant over six thousand students in costume presented the stately

ceremonials, sports and pageantry of the Orient, of ancient Greece and Rome, and of the Age of Chivalry. The life of barbaric tribes, the march of the discoverers and explorers of the New World, and the triumph of civilization on the Pacific coast of America were presented in splendid spectacles. Los Angeles High School, as the leading classical school of the southwest, contributed the Roman Triumph with its armed legionaries, the Roman Senators, populace, the lictors and magistrates, and the enchained slaves brought from subject provinces, the gladiators of the arena, and the vestal virgins with the sacred flame, all costumed and trained with regard to exact historic models."

Dr. Edwards is then listed second on the faculty committee. As the leading high school of the city and its most classical, there was never a question as to who would represent the Romans in this spectacle. The other schools were assigned what were seen as lesser roles. Franklin High was, appropriately enough, the barbaric Franks. Since that time, Los Angeles High has been known not as the Pioneers, but as the Los Angeles High Romans.

If the title of this paper now stands clarified, there remains the undoubtedly puzzling reference to a 1970's television show, "Room 222." How does "Room 222" episode about the Latin teacher come to a resolution? The main student characters devise a plan under the guidance of their very hip teachers; and the character, Jason, reads translated passages from Ovid's *Ars Amatoria* in his most seductive bass voice on the campus radio station. Students sign up for Latin in overwhelming numbers—but in the last scene of the episode, we see Jason and the others reciting declensions in the classroom and their looks of utter boredom reveal their realization of a terrible mistake. Latin has not been taught at Los Angeles High in almost three decades, since in fact the retirement of its last Latin teacher. Thus, Latin came to an end at Los Angeles High and is taught in only about a 25 high schools in Los Angeles Unified, a city of some 3 million people. Obviously there are still many private schools that teach it and some public high schools in Orange County, notably in more affluent areas like Irvine and Newport Beach.

What lessons can we learn from the rise and demise of Latin at Los Angeles High? Why is it particularly instructive? After all, the western and mountain states share some problems with New England and the mid-Atlantic states. But other problems, a rejection of

educational tradition, a concomitant fascination with educational fads, and an emphasis on technical training are stronger in the West and particularly in the Pacific states. But the situation at Los Angeles High offers some instructive lessons and also some reasons for optimism in all regions of the country. Many dedicated teachers and professors have put various lessons Los Angeles High School provides into practice already, but the discipline requires a concerted and consistent effort on the part of the whole Classics community if Latin is to survive at the secondary level.

First, Los Angeles High initially was a Latin school because the University of California demanded it. There was no other option for students interested in college. But by 1907, the year Manual Arts High opened, at least for some, Latin itself was no longer an option. We must make every effort to show the exceptional value of Latin to the general public and state and local education officials. Those groups often see American Sign Language and Japanese as conferring the greater benefits. Because of their putative economic and practical advantages Japanese and other Asian languages are popular choices for students and administrators. Rarely do politicians and educational bureaucrats cite the value of the study of Japanese poetry. Both administrators and students rightly see ASL as conferring some benefits of practical language training without the difficulties inherent in modern spoken languages and with the economic advantage of training translators for the hearing impaired. But the national obsession with school performance and the college selection and admission process presents classicists with an opportunity to show Latin's practical value for not only excellent standardized test scores but for general success with language, writing and thought.

Second, a dynamic teacher and leader and promoter like Walter Edwards makes a decisive difference in the acceptance of Latin. We must push our best graduates to become not lawyers or even classics professors, but secondary Latin teachers. For many, teaching Latin in high school was what one did when she found she could not finish the Ph.D. The continuation and spread of Latin depends much more on great teachers in the high schools than it does in college. By the time college students reach author courses, Latin pretty much sells itself. Even a dreary teacher cannot diminish Catullus in the starry eyes of a young twenty-something. But the high

school teacher must be exceptional to interest students from whom life has not yet demanded much memorization and discipline.

In that same vein, third, we cannot teach Latin the way Susan Dorsey learned it. Students who take any foreign language now must see its practical value, its intellectual excitement and its fun. No one can afford to teach *hic haec hoc* without the aspects of culture and orality and spontaneity that the Junior Classical League and Latin clubs provide. Latin must be cool, fun and hip, and that includes togas. Walter Edwards charitably said of his predecessors in Greek teaching at Los Angeles High that "more stress was laid on formal grammar than is now the case."^v Yet his students were not only numerous, but they published a regular newspaper in Latin. Grammar is important but not at the expense of creating interest in the language itself.

Fourth, we need to adjust to a changing population in our schools. At least in our large cities, a significant proportion of our students are non-white and non-English speaking. We must demonstrate that Latin offers them as much as it does the child of privilege and as much as computers. We must demonstrate the practical value of Latin for knowledge of language and facility with reading and writing in general and the doors a knowledge of Latin, Greek, ancient history and culture open to students. Unless we tacitly choose to relegate Latin to private secondary schools and wealthy public school districts, we must make Latin accessible and attractive to those for whom studying Latin and Greek might easily seem arcane and frivolous. At one point in its history, probably after one of several accidents in the Pacific, Los Angeles High forced all its students to demonstrate they could swim. Clearly Walter Edwards made Latin equally important for many students. We need to extol the value of Latin for not only its intrinsic interest, but for its ability to provide access to a milieu that the students of elite private New England schools inhabit.

Fifth, the University of Southern California, before it was turning out national champion football teams and Heisman Trophy winners, produced a cadre of high school Latin teachers to staff those many public high schools. Today USC does not offer a teaching credential and the only active credential program in the Los Angeles six-county area (Los Angeles, Ventura, Orange, San Bernardino, Riverside, Santa Barbara) with its 21 million people is at California State University, Long Beach. One out of every 14 people in the United States lives in this six county megalopolis and for that population one university department with eight faculty

handle the responsibility of replacing an aging public school Latin teacher force and providing credentialed teachers for new positions. In California, the Department of Education process to certify university credential certification programs is excruciatingly painful. College faculty who write the material demonstrating the ability to teach subject matter competency must learn the educational dialect of bureaucratese and submit countless revisions of their proposals to offer the credential. The payoff hardly seems worth the effort to many. But it is essential. Though some states offer credential reciprocity, many teachers cannot transfer their credentials between states. California is notorious for this problem. Thus each state must have its own active credential programs. We cannot completely rely on the University of Massachusetts to produce credentialed teachers for the country. Moreover, the No Child Left Behind Act mandates fully credentialed teachers in the near future and will exacerbate the current national teacher shortage.

Sixth, effective cooperation with university schools of education is imperative. Some have long disparaged the faculty of education and its curriculum. What students learn in their education classes seems relatively simple compared to the intricacies of Latin conditional sentences. Yet at a minimum, on a purely practical level, their help in establishing teaching credential programs is a *sine qua non* in a literal sense. But classicists must also learn to value the knowledge our colleagues in education impart. Educational methodology may not be the complete waste of time we may have assumed it to be. An understanding of the future periphrastic does not in and of itself make an effective Latin teacher. Knowing modes of classroom discipline and practicing documentation of lesson planning, and even understanding adolescent health issues may be necessary components of a good secondary Latin teacher. As teachers more and more act *in loco parentis* in helping students cope with the difficulties of adolescence, a course in health may be just what the doctor ordered for aspiring Latin teachers.

Finally, we must seek out public schools where Latin once flourished and attempt to restore Latin again. For some schools Latin provides a level of prestige that sets them apart and makes them the equivalent of expensive private high schools. The Classics Department at California State University,

Long Beach has entered into a discussion with Los Angeles High, about 25 miles from Long Beach, to allow it to teach a section of beginning Latin (101A and B) on the Los Angeles High campus to its seniors. While the former high school principal was interested, several problems with the current administration still remain and the goal is to have the program in place by fall 2006. A recent student riot between African American and Hispanic students has diverted the current administration's attention from the possibility. Other difficulties also persist. Los Angeles High is on different tracks so that students take vacations at different times and go to school at different times. Classroom space is always an intractable problem. Unlike at a college, teachers stay with their classrooms and use them for offices as well. Where then does one put a Latin class that meets only once per day and may not have the same time parameters as a high school class? Law enforcement clearance to work with minors is an important issue in this day of potential sexual assault by teachers. Money to pay student registration has remained a sticking point. Servicing California State University, Long Beach students' need for beginning courses and yet providing enough extra resources to pay a teacher to teach at Los Angeles High is another issue. Potential competition with modern languages has made the language faculty less than willing partners in this proposal. Required concurrent enrollment in advanced French or Spanish may allay that worry.

Is Latin likely to make a huge resurgence? Probably not to the degree or the position of Susan Dorsey's day. But if Latin can take hold in prominent schools with good students and good teachers, it is likely to influence another generation of students as it did so many of Walter Edwards' students.

ⁱ Eisner, Joel & David Krinsky, *Television Comedy Series*. Jefferson, N.C.: Marfarland & Company, 1984. 716.

TV.com http://www.tv.com/room-222/show/2167/episode_guide.html&season=3. 7/17/05

ⁱⁱ Guinn, J.M., "The Beginnings of the School system of Los Angeles," *Annual Publications. Historical Society of Southern California* 8:3 (1911): 203-204.

ⁱⁱⁱ Treasures of the LAUSD.

<http://arts.lausd.k12.ca.us/history/eyr2.html> 10/31/03

^{iv} Edwards, Walter, "Reminiscences" WPA oral history project on Los Angeles High School, Emma Swezey, ed. 1939: 2

^v Edwards, Walter, "Reminiscences":8