

PROGRAM OF THE SEVENTH ANNUAL MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH, TO BE HELD AT WASHINGTON UNIVERSITY, ST. LOUIS, FRIDAY AND SATURDAY, APRIL 7 AND 8, 1911

FRIDAY MORNING, 8:45 A.M.

8:45 Greetings.

- 9:00 1. WARREN S. GORDIS, Ottawa University: "The Literary Content of the Secondary Classical Course." Discussion to be opened by HARRY F. SCOTT, University High School, Chicago.

The culture-historical aim in classical study is not distinct from the literary aim but includes it, gives it a large part of its meaning, and should influence the manner of its expression. The literature selected should present varied, significant, and edifying aspects of antiquity as related to life today. From this point of view, the second and third years of Latin form the weakest part of the secondary classical course, especially since for many the second or the third year is the last. The most urgent, perhaps the most difficult, task confronting American classical workers is to introduce more variety and vitality into the content of these two years.

2. JOSEPH B. PIKE, University of Minnesota: "Apuleius and the Milesian Tale." Discussion to be opened by J. E. HARRY, University of Cincinnati.

Originally the term *Milesiaca* was applied to local histories of Miletus, then extended to stories illustrative of the life of the city and finally to short stories in general. Proof of this last is found in an expression used in the Life of Albinus in the *Historia Augusta* and in the words used by Apuleius in his introduction to the *Golden Ass* to show the scope of these short stories.

3. G. C. SCOGGIN, University of Missouri: "The Question of an International Language." Discussion to be opened by R. B. STEELE, Vanderbilt University.

This paper will deal with the origin and purpose of artificial languages. Special reference will be made to certain systems; but the discussion, in the main, will have to do with the general question of universal speech.

11:00-11:15 Short business session.

- 11:15 4. WILLIAM G. HALE, University of Chicago: "Latin Order." Discussion to be opened by H. M. KINGERY, Wabash College.

Our grammars give us conflicting statements about Latin order. The whole matter, in consequence, seems indeterminate. This is probably the reason why our editions of authors for school use practically do nothing with it. The total result is that the maker of the book, the teacher, and the pupil alike miss the interest and charm of a constant feature of Latin style.

The problem of the actual Roman usage is simple. The present difficulties lie in the fact that the method used in the solution has been a wrong one. The purpose of the paper is to show what the right method is, to employ it in the settlement of the main questions, and to illustrate the interest of the results as applied to our daily teaching.

FRIDAY AFTERNOON, 2:00 P.M.

5. J. J. SCHLICHER, Normal School, Terre Haute, Indiana: "Some Handicaps in Classical Teaching." Discussion to be opened by WALTER MILLER, Tulane University.

The teaching of the classics, dating from the time when secondary work meant preparation for college, is slower to adapt itself to the new conception of the high school and to the movement of educational thought than the teaching of most other branches. The habit of looking to the colleges for direction is stronger, as is also the inclination of the colleges to dominate secondary work. As a result we have a number of ill-adjusted conditions, some of which act as a serious handicap to progress, efficiency, and interest in classical work, especially in the high school. It is the purpose of the paper to discuss several of these.

6. M. S. SLAUGHTER, University of Wisconsin: "The Pompeius Strabo Inscription in the Palazzo dei Conservatori."

This bronze inscription deals with a grant of citizenship to some Spanish soldiers by Pompeius Strabo, father of Pompey the Great. In addition to matters of epigraphy and philology connected with this inscription, attention is given to the questions of granting citizenship in the Social war, and to this instance of citizenship granted to soldiers on the field, and to the council granting it.

7. J. REMSEN BISHOP, Eastern High School, Detroit, Michigan: "How Can We Make Latin and Greek Vitaly Interesting and Actively Helpful from the Beginning?" Discussion to be opened by HOWARD G. COLWELL, Central High School, St. Louis, Missouri.

If there is one thing established beyond cavil in the new and rapidly prevailing view of the essential characteristics of admissible material for the mental development of children, it is this: such material must be related to the pupil's experience or natural interest, or both. Latin, as taught by the method that the college professors' direct or indirect influence causes teachers in high schools to use, has no relation to anything in the pupil's experience and contains nothing to interest him. Practically the only appeal is to a sense of duty or to fear of consequences; the former is unreliable and the latter is a low motive. The approach to Latin should be through Corderius, Erasmus, and simple stories. Grammar should be incidental. Caesar should come when teacher and pupils feel the power and a curiosity to read him. Poetry—at least Ovid in selections—should come early, through a natural wish to read some of the famous stories in their *loci classici*.

8. ARTHUR STANLEY PEASE, University of Illinois: "Sneezing as an Omen." Discussion to be opened by GEORGE R. THROOP, Washington University.

This paper discusses the antiquity and prevalence among the Greeks and Romans of superstitions relating to sneezing, and attempts to offer an explanation for the ominous significance frequently attributed to sneezes.

9. CHARLES E. LITTLE, Peabody College: "The Misplacement of a Paragraph in Cicero's *De Imperio*." Discussion to be opened by HAROLD W. JOHNSTON, University of Indiana.

The structure of the *De Imperio* is notably exact. An analytical introduction is given for each topic, which is then discussed in that order, and as carefully summarized at the end. Other speeches show this feature, but none so effectively.

Cicero in his *De Inventione* emphasizes this doctrine. So does Quintilian later. One is, therefore, surprised to find an outline (§ 36) with *fides* in third place and then the discussion (§§ 37-42) with *fides* in fifth place.

From the evidences of structure, the manuscripts, and a clue in the 1584 edition of Lambinus, it is argued that the text in § 36 should be corrected by transposing the phrase *quanta fide* after *quanto ingenio*.

FRIDAY EVENING, 7:30 P.M.

Auditorium of the Wednesday Club

Address: "Greek and Roman Ascetic Tendencies," PROFESSOR CLIFFORD. H. MOORE, Harvard University.

Address: "The Case of the Classics," PROFESSOR PAUL SHOREY, University of Chicago.

The evening program will be followed by a reception to members of the Classical Association by the Wednesday Club.

SATURDAY MORNING, 9:00 A.M.

10. FRANKLIN H. POTTER, University of Iowa: "Oral Latin and Greek." Discussion to be opened by W. T. SEMPLE, University of Cincinnati.

Oral method is not necessarily conversational method, nor does it aim to teach the pupil to "speak Latin fluently." It is useful in any year of the course, but more especially the first year.

It helps in maintaining interest, in memorizing words, in understanding paradigms and syntax. It insures better pronunciation and quicker comprehension of the Latin or Greek sentence as a whole.

To be successful it requires extra recitation periods and small classes. It makes greater demands upon teachers. There is danger of too little concentration and definiteness in the work.

An ideal oral method needs the same basis of time and equipment as laboratory work in science.

11. D. E. FRANK, East Division High School, Milwaukee, Wisconsin: "Economy and Efficiency in Teaching the Elements of an Ancient Language." Discussion to be opened by HARRISON D. CANNON, Male High School, Louisville, Kentucky.

In smaller high schools especially, the placing of Latin, to say nothing of Greek, in the course of study is commonly discouraged because the percentage of failures is felt to be too large and results secured too meager for the amount of time the average pupil spends in preparation.

The paper will discuss whether the argument is not a valid one, and will suggest some methods which economize the energy and time of both teacher and pupil, and which secure a satisfying realization on the part of the pupil that he is making progress toward a definite goal. Such a realization should be the largest interest element in the first-year work.

12. I. N. JUDSON, Soldan High School, St. Louis, Missouri: "The Interpretation of the Ancient World through the Classics in the Secondary School." Discussion to be opened by L. N. McWHORTER, Central High School, Minneapolis, Minn.

1. The necessity of arousing a more general interest and imparting a broader culture if the classics are to maintain a sure position in the secondary school.

2. How far it is legitimate to take time from the linguistic for the cultural side.

3. Such instruction may be given mainly by talks from the instructor and by collateral reading.

4. What may be done through clubs of the pupils themselves.

5. Some aspects of the ancient world on which much light may be thrown even in connection with the reading in the secondary school: History; Religion; Military Systems; Political Systems; Social Life and Customs; Lives and Characters of Eminent Men.

6. Archaeology, with some account of excavations.

7. A plea for a broader course in Greek in the secondary school.

13. DAVID R. LEE, University of Chattanooga: "Change of Emphasis in the Teaching of the Classics in College." Discussion to be opened by E. T. HOLMES of Mercer University.

College students are more appreciative of the content of classical literature than they were as high-school students. In college, Latin should be supplanted by Latin literature. Courses should conform to the needs of the average citizen rather than to the special needs of those expecting to teach Latin. Latin literature in Latin and in English, and Roman private life should not be given as separate courses but as one course to the same class, so that one phase may illuminate the other. Each year's work should be more or less complete in itself and not merely preparatory to later Latin courses.

- 11:30 Administrative Session. Statement of the General Condition of the Association. T. C. BURGESS, Secretary-Treasurer.
General Business.

III. The accentual fraud of Tyrannio Amisenus and the rhythmic fraud of Caesius Bassus.

IV. The quantitative Saturnian of Ennius, Lucretius, and Vergil, and its artificial principle of coincidence and alternation of Italic and Hellenic verse-beat.

Ennius: $\overset{\cdot}{\underset{|}{M}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{s}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{q}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{p}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{d}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{b}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{s}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{g}}\overset{\cdot}{\underset{|}{n}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{p}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{l}}\overset{\cdot}{\underset{|}{s}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{t}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{s}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{l}}\overset{\cdot}{\underset{|}{y}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{p}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{m}}.$
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Lucretius: $\overset{\cdot}{\underset{|}{A}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{n}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{d}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{g}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{n}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{t}}\overset{\cdot}{\underset{|}{r}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{x}}\overset{\cdot}{\underset{|}{h}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{n}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{d}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{v}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{q}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{v}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{l}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{p}}\overset{\cdot}{\underset{|}{t}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{s}}.$
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Vergil $\overset{\cdot}{\underset{|}{A}}\overset{\cdot}{\underset{|}{r}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{v}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{r}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{q}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{c}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{n}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{t}}\overset{\cdot}{\underset{|}{r}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{e}}\overset{\cdot}{\underset{|}{q}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{p}}\overset{\cdot}{\underset{|}{r}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{m}}\overset{\cdot}{\underset{|}{u}}\overset{\cdot}{\underset{|}{s}}\overset{\cdot}{\underset{|}{a}}\overset{\cdot}{\underset{|}{b}}\overset{\cdot}{\underset{|}{o}}\overset{\cdot}{\underset{|}{r}}\overset{\cdot}{\underset{|}{i}}\overset{\cdot}{\underset{|}{s}}.$
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V. The origin of modern rhythm in the Italic-Keltic rhythm of the double accent, and its artistic principle of coincidence of accentual and quantitative verse beat.

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17. ALBERT R. CRITTENDEN, University of Michigan: "Sentence Structure in Vergil." Discussion to be opened by ARTHUR T. WALKER, University of Kansas.

The paper proceeds upon the theory that the sentence structure of a writer usually conforms to the characteristic manner in which his thought unfolds. Such distinctive characteristics are very marked in Vergil's style and may be used as a valuable factor in questions of doubtful authorship. Certain of the so-called "Minor Vergilian Works" show these traits in a good degree, while in others they are conspicuously absent.

The afternoon session will be followed by a complimentary excursion to Crève Cœur Lake and by a smoker in the evening.