

PROGRAM OF THE EIGHTH ANNUAL MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH, TO BE HELD AT CINCINNATI, OHIO, FRIDAY AND SATURDAY, APRIL 12 AND 13, 1912

THURSDAY, 8 P.M.: Meeting of the Executive Committee, Hotel Sinton.

I. FRIDAY, 9 A.M. HOTEL SINTON

- 9:00 1. "The Classics in the Old South Carolina College," by E. L. GREEN, University of South Carolina.

The South Carolina College was founded in 1801 and became the University of South Carolina in 1866. It was strictly classical in its curriculum, Latin, Greek, and mathematics forming the basis; except for a few years, modern languages were not taught. There was at first more breadth of view than after 1834. More Latin was required for entrance than is now generally read in the whole of the average college course. There was little change in the requirements for Latin; Greek, on the other hand, gradually assumed greater importance, so that there was a large increase in the amount required for entrance. All students took the same course. Literature, not grammar, was the chief end to be attained. The two languages were at first taught by one professor, Professor of Greek and Roman literature; later there was a division into Greek literature and Roman literature.

In South Carolina instruction in Greek and Latin was to be had in the secondary schools, or academies, from 1712. Academies took the place of the free schools of our day. Their course was based on the classics, so that the college could adopt a resolution, which was apparently not enforced, that all applications for admission should be made in Latin. The teachers in these academies were often accomplished linguists.

2. "On Reading Latin," by MISS EDITH CLAFLIN, Monticello Seminary, Godfrey, Ill.

Reading Latin should be distinguished from translating Latin. The two processes are frequently confused. Too much or even exclusive emphasis is often laid on translating, with the result that the pupil learns neither to read nor to translate well. An important aid to learning to read Latin is the practice of reading it aloud, a practice too much neglected even in many of our best schools. Along with reading aloud should go the kindred practices of Latin dictation, Latin at hearing, and learning by heart. The habit of reading Latin aloud tends to make pupils realize the relationship of Latin to the modern tongues, such as Italian and Spanish. It also has a most beneficial effect on the pronunciation of English. And from the point of view of mental discipline the most effective training is derived from reading, rather than from translating, Latin.

3. "Did Tacitus Malign and Vilify Tiberius in the Portrait of that Emperor Handed Down to Us in the *Annals*?" by EDWIN M. BOWEN, Randolph-Macon College, Virginia.

Several recent writers have endeavored to show that Tacitus painted Tiberius in much darker colors than the facts warranted. These writers have not only called the historian's veracity into question, but have charged him with wilful, malicious misrepresentation. As defenders of Tiberius they have undertaken to rehabilitate the cruel and dissolute emperor by bleaching out the ugly, black spots in his traditional character, so as to make him appear "a man more sinned against than sinning."

To this end the recent defenders of Tiberius have resorted to the device of trying to discredit Tacitus' record and impeach his testimony, affirming that the historian was so bitterly prejudiced against the emperor as to do him gross and lasting injustice, which clamors for correction.

It is the purpose of the present paper to review briefly the case for Tacitus and to determine if he is justly worthy of all the censure heaped upon him for the alleged traduction of Tiberius' character.

4. "The Age and Value of the Gospel MS in the Freer Collection," by HENRY A. SANDERS, University of Michigan. Illustrated with stereopticon.

After giving the history and description of the MS an attempt will be made to fix its date within definite limits on the basis of styles of writing, character of parchment, internal evidence of the text, and relationship to other MSS, versions, and the church fathers. The evidence given in establishing the date will then be reviewed to show its bearing on the problem of the text-history of the New Testament and certain notable passages will be discussed illustrating the new evidence given by this old MS.

II. FRIDAY, 3:00 P.M. UNIVERSITY OF CINCINNATI

- 3:00 5. "The Old Comedy in Its Relation to the New Comedy," by H. W. PRESCOTT, University of Chicago.

The elements of the Old Comedy: κῶμος and σκώμματα; ἀγών. The development of these elements into the satirical burlesque of Aristophanes. Other types of comedy before Aristophanes and contemporary with the Aristophanic burlesque. Apparent resemblances in content and form between the Old and the New Comedy; essential differences. Ancient theory of the relation between the two types; its limitations. Euripidean tragedy as the precursor of the New Comedy; a critique of this theory. Conclusions.

6. "Menander and Greek New Comedy," by CHARLES H. WELLER, University of Iowa.

The recently discovered plays of Menander, their intrinsic interest and their value in determining the character of Greek New Comedy.

7. "Latin Comedy—Its Predecessors and Its Successors," by W. A. OLDFATHER, University of Illinois.
8. "The Romantic Comedy and Its Relations to Latin Comedy," by CHESTER MURRAY, University of Missouri.

The classical Romance drama, carried to its greatest degree of perfection in France, is the development of a sixteenth century fusion of the mediaeval drama, an entirely new and independent growth which had its origin in the church liturgy, and of the old classical drama, which furnished largely the element of form. In the tragedy the earliest and most potent influence was that of Seneca, who placed his stamp indelibly upon the Romance drama, although later, and especially in the hands of Racine, it was considerably modified by Greek influence, that of Euripides being particularly strong. The Romance comedy to a less degree was affected by classical influence and in France was a fusion of the native comedy, the direct development of the earlier farce, and of the Italian comedy, which itself owed more to Greek and Roman comedy and particularly to Plautus and Terence.

III. FRIDAY, 8:00 P.M. EMERY HALL

- 8:00 9. "The Spell of Vergil," by PAUL SHOREY, University of Chicago.
10. "Lucretius—An Exposition," by M. S. SLAUGHTER, University of Wisconsin.

The appeal of Epicureanism to thinking men of Lucretius' time; limitations of his science; Lucretius' interest in Nature not purely scientific and impersonal, but aesthetic and emotional; the human interest of the poem supreme; conflict between reason and superstition; progress of the races; secret of escape from *taedium vitae*. Modern interest in Lucretius.

11. "Cicero—An Appreciation," by GRANT SHOWERMAN, University of Wisconsin.

IV. SATURDAY, 9:00 A.M. UNIVERSITY OF CINCINNATI

- 9:00 12. "The Inspirational Teaching of Latin," by HERBERT T. ARCHIBALD, Carleton College, Minnesota.

The topic will be discussed under five heads: Atmosphere, Vocabulary, Parsing, Syntax, and Reading.

In particular it will be shown how a class may be thoroughly prepared in one semester for beginning Caesar. One important feature is the learning of vocabulary almost wholly from chosen English derivatives defined exactly in terms of the meaning of the original, e.g.,

MILES, MILITIS (MILIT), m. soldier. MILITARY (*relating to soldiers*).

Another feature is the use of a new system of paradigms and of parsing drills.

The practical benefits of continuing the use of similar word-lists, and of using parsing-lists, both arranged in the order of occurrence, in reading Caesar and other authors will be shown also. The whole discussion will be from the point of view of inspiration.

13. "Modern Criticism of Latin Literature," GEORGE HOWE, University of North Carolina.

In the body of modern criticism of Latin literature there are certain universal judgments which may be reduced to the three formulae: 1. Latin literature is formal; 2. It is utilitarian; 3. It is imitative. Critics and commentators have elevated these formulae to the position of almost axiomatic hypotheses. Such absurd deductions have resulted that we are warranted in questioning the adequacy of the formulae more closely than we are in the habit of doing. The formulae are true, as far as they go, but are inadequate. First, they are negative, showing lack of values rather than values, and giving no full account of the content of the literature. Second, while they follow the usual comparative method of criticism, they fail of completeness because they refer only to the one standard of Greek literature. Third, they all arise out of the formula of imitation and proceed from the point of view of the Roman's lack of originality. This viewpoint is the result of a natural historical development. The discovery of Greek literature after that of the Latin made the comparison unavoidable. But the limited reference to the one standard is misleading and no longer necessary. The suggestion follows that a greater effort should be made to read Latin literature for itself and independently, in order to learn its peculiar values and to explain more fully why the slavish imitation is so totally unlike its Greek pattern.

14. "A Concrete Illustration Instead of an Abstract Statement in Answer to the High-School Boy's Question: 'What's the Use of Latin?'" by FRANCES E. SABIN, Oak Park High School.

An abstract statement as to the practical value of Latin and Greek has almost no effect upon the high-school boy or his parents. On the other hand a concrete illustration in pictorial form not only holds his attention but sometimes convinces. He is far less liable to say, "What's the use of Latin?" if he can see with his own eyes just how the classics afford practical help in connection with

1. The English language
2. English literature
3. Romance languages
4. The Professions
5. Science
6. Art
7. A Broadminded view of the present
8. Miscellaneous points.

Illustrative material drawn largely from newspapers, books, advertisements, and other sources with which the student is familiar, if properly arranged and classified, will furnish an exhibit large enough to cover the

walls of a schoolroom with the only effective argument that a teacher can make to an immature pupil in defense of the practical value of the classics.

Such an exhibit for the high school at Oak Park, Ill., will be illustrated with lantern slides.

15. "A Paleogeographical Journey to Spain and Portugal," by JOHN M. BURNAM, University of Cincinnati.

Illustrated with slides from the following MSS: Barcelona, Archivo de la Corona de Aragón; Ripoll 168, San Cugat 11; Madrid, Biblioteca Nacional, A 56, A 16, A 113, Ec 102, Ii 21; Escorial, I. d. 2, III. S. 23, IV. c. 24; Lisbon, Biblioteca Publica, Alcobaça 394.

V. SATURDAY, 2:00 P.M.

- 2:00 16. "Problems of the Elementary-Latin Classroom and Some Suggestions for Their Solution," by LOUISE DODGE, Converse College, South Carolina.

A. The main problem.

B. The problem of the principal of the secondary school.

C. The problem of the teacher—What he should aim at and what he should avoid.

D. Suggestions as to the best way of presenting certain facts in Latin syntax for the first time.

17. "The Real Domitian—Tyrant or Statesman," by A. R. CRITTENDEN, University of Michigan.

With most students of Roman history and literature, the name of Domitian has long been a synonym for despotic cruelty. But such scanty biographical notices and personal estimates of him as have come to us from classical writers are notoriously prejudiced and untrustworthy. A careful survey of the progress of Roman administration during his reign and of the personal and official acts of Domitian himself, in so far as we have these recorded, affords the basis for a materially different estimate of this emperor. We must at least account him a strong and active ruler who labored diligently for the welfare of the empire as a whole, one who stood for stern reality as opposed to political fiction, and who finally perished in a storm of opposition due in part to his own personality and in part aroused by the relentless vigor of his reforms.

18. "The Classics, the Leaven of Civilization," by A. J. AVEN, Mississippi College.

In the discussion it is shown that the decline of the classics and the decline of civilization were coexistent, and that the revival of the classics and the revival of civilization were coexistent. The barbarian hordes overran western Europe, so the commercial hordes are trying to overrun higher culture. In the early period of the Christian era, religious

fanatics made a fight against the study of the classics; today the commercial fanatics are making the same fight but from a slightly different angle. A slight reaction is noted in favor of the study of the classics, and some suggestions as to how interest may be intensified.

The local committee is arranging social features for the delegates, both men and women.

On Thursday evening there will be an informal gathering of the members who arrive the day before the meetings begin. The place will be announced later.

At the close of the first session on Friday the delegates and visitors are invited to a giro through the publishing establishment of the American Book Company, after which a luncheon will be served there.

At the close of the evening session on Friday the men are invited to a smoker at the Commercial Club, the women to a reception at the Literary Club of Cincinnati.

After the morning session on Saturday the Association will be entertained at luncheon by the University of Cincinnati; and from 4 to 6 the members will be given an automobile ride through the city.

Various festive parties are being arranged for those members who may not be returning home until the Saturday night trains.

Reception committees will be at the various depots to assist members of the Association upon their arrival. *All visitors will go first to the Hotel Sinton, where the Information Bureau will be located.* From here the visitors will be piloted to their various hotels and lodgings.

Entertainment may be arranged for in advance, at hotel or boarding-house, by application to the chairman of the local committee, Professor W. T. Semple, Auburn Hotel, Cincinnati.

The leading hotels of Cincinnati have offered the following rates, all on the European plan:

Hotel Sinton.—Room without bath, \$2.00 per day and up; room with private bath, \$2.50 per day and up. There is an additional charge of \$1.00 made for the extra person in the room when the same bed is occupied; an outside room with bath, \$3.50 per day and up; room with private bath carrying two beds, \$6.00 per day. This same room with hot and cold running water, with the free use of a detached bath, \$4.00. The Sinton will be the headquarters of the meeting, and some of the meetings will be held in its convention hall.

Gibson House.—Without bath, \$1.50 and \$2.00; with bath, \$2.00 and up; \$1.00 extra for each additional person in a room.

Hotel Havlin.—Single room without bath, \$2.00 per day and upward; single room with bath, \$2.50 per day and upward; room containing two beds with bath, for two persons, \$4.00 per day and upward; room containing two beds without bath, for two persons, \$3.50 per day and upward. Where two persons occupy a room containing a double bed, without bath, the rate

will be \$3.00 per day and upward; two persons occupying room containing double bed and bath, \$3.50 per day and upward. Where more than two persons occupy the rooms with additional beds added, \$1.00 is added to the above quoted rates.

Hotel Sterling.—Rooms \$1.00 to \$2.00. The Sterling offers entertainment on the American plan also, at \$2.00 to \$3.50 per day.