

THE CLASSICAL JOURNAL

VOLUME VIII

MARCH 1913

NUMBER 6

Editorial

THE ANNUAL MEETING

Owing to the promptness of the Executive Committee we are able to present in this number of the *Journal* the complete program of our annual meeting. It is hoped that the convenient and central location of Indianapolis will encourage an unusually large number of members and friends to attend this meeting.

PROGRAM OF THE NINTH ANNUAL MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH, TO BE HELD AT INDIANAPOLIS, IND., FRIDAY AND SATURDAY, APRIL 11 AND 12, 1913

THURSDAY, 8:00 P.M.: Meeting of the Executive Committee, Hotel Washington.

I. FRIDAY, 9:00 A.M. HOTEL WASHINGTON

- 9:00 Greetings
- 9:30 1. "High-School Latin and American Citizenship," by MISS ELIZABETH MCGOREY, High School, Cleveland, Ohio. Discussion to be opened by MISS LAURA J. YEATER, State Normal, Warrensburg, Mo.
2. "Application of the Principles of Greek Lyric Tragedy in the Classical Dramas of Swinburne," by MISS OLIVIA POUND, High School, Lincoln, Neb. Discussion to be opened by D. D. HAINS, Wabash College.
- The *Atalanta in Calydon* and the *Erechtheus* of Swinburne not merely imitate Greek lyric tragedy but conform severely to the classical laws of dramatic construction. This is demonstrated by examination of these dramas with reference to use of the chorus, handling of characters, of dramatic motives, of the "unities," and of plot.
3. "The College Course in the Classics," by H. V. CANTER, University of Illinois. Discussion to be opened by FRED H. WENG, State Normal, Terre Haute, Ind.

The sharp attacks on the classics for the past two decades have caused much wholesome discussion among classical teachers as to aims, methods,

and results in their work. By far the greater part of adverse criticism has been directed against the work of the secondary schools, or of the graduate school. Is the college course in the classics satisfactory in itself and in its results? Examination of a typical complaint against it forces a negative answer. This paper after consideration of the aims of the college course comments on three essential particulars in which it is defective and suggests how the defects may be remedied.

4. "The Efficiency Engineer in the High-School Latin Room," by HOWARD G. COLWELL, St. Louis High School. Discussion to be opened by JOSIAH B. GAME, State Normal, Florence, Ala.

The teacher's efficiency is tested when the student is tested. Shallow teaching must have easy testing if the pupil is to "pass." Testing in the first year must determine whether the student has such power in the inflections that his knowledge shall be ready, accurate, and independent of outside suggestion as to which paradigm to use. In the higher classes in the high school, the translation test must show ability to translate orally, without interruption, a continuous passage of previously prepared matter. The sight testing must show ability to follow the current of the thought, not merely to piece together sentences.

The paper points out forms of testing developed through actual classroom use.

Offering of motions to be considered at the business session Saturday, and announcement of committees.

II. FRIDAY, 2:00 P.M. SHORTRIDGE HIGH SCHOOL

PRESIDENT THOMAS C. HOWE, Butler College, presiding officer.

- 2:00 5. "The Divisions in the Plays of Terence," by FREDERICK M. FOSTER, University of Iowa. Discussion to be opened by ARTHUR P. HALL, Drury College, Springfield, Mo.

The traditional act and scene divisions were not made by Terence, though the act divisions, at least, were probably made before the time of Horace. The criteria which were shown to apply to the plays of Plautus (*Class. Phil.*, VII, 358) may also be applied to the plays of Terence. Close comparison is made with the results obtained by Leo, *Der Monolog im Drama*, and by Keym, *De Fabulis Terenti in Actus Dividendis*.

6. "The Classical Tradition and the Study of English," by PHILO M. BUCK, University of Nebraska. General discussion.

The modern desire for a practical education in secondary schools has put the classics on the defensive. It has been argued that the modern languages touch our social and commercial life more intimately than either Latin or Greek, besides being far more readily acquired, and possessing quite the same cultural value. All this sounds plausible enough. But four years of secondary training do not give the student even a practical knowledge of a modern language; and a mere fraction of high-school graduates pursue their language study beyond the routine of the classroom. The question then is narrowed to a very simple issue. The chief benefit from four years' training in a foreign language must be

seen in the student's ability in his mother-tongue. This being the case, does the student with a four years' training in a modern language do as well in his English as the student with the same training in the classics? This question we shall have to answer, both theoretically and practically, in the negative.

7. "The Value of the Classics to Students in English," by JOSEPH V. DENNEY, Ohio State University. General discussion.
8. "The Participation of the Student in the Work of Beginning Latin," by WILLIAM G. HALE, University of Chicago. Discussion to be opened by ARTHUR L. KEITH, Carlton College, Northfield, Minn.

The larger the part which the student plays in the acquisition of that which he must learn, the greater will be his pleasure in the daily work, and the greater his strength and independence. The aim of the paper is to suggest ways in which he may thus constructively participate in what are ordinarily now mere matters of memorizing on his part.

The subjects especially touched upon are paradigms and vocabulary.

The paper is founded upon actual experiments of the writer, made in the present year.

III. FRIDAY, 8:00 P.M. JOHN HERRON ART INSTITUTE

9. Address: "The Value of the Classics in Modern Education," by DR. CHARLES P. STEINMETZ, General Electrical Co., Schenectady, N.Y.

Reception.

IV. SATURDAY, 9:00 A.M. HOLLENBECK HALL, Y.W.C.A. BUILDING

PAUL SHOREY, University of Chicago, presiding officer.

10. "A Visit to the Site of Alesia," illustrated, by GEORGE R. SWAIN, Lockport, Ill. General discussion.

The site of Alesia is one of the most satisfactory, perhaps the most satisfactory of any that the student can visit, since the large scale of the topography has undergone no change, except that the amount of woodland may have varied, and the terrain is not hidden by buildings as is the case on the site of the battle with the Nervii. At Alesia there are no traces now of the excavations carried on by Napoleon III, but there is no difficulty in seeing where the lines must have run.

There will also be shown some views of Roman weapons used in battle, such as the *pila*, lances, swords (Gallic), and *stimuli*, now on exhibition at the St. Germain-en-Laye museum, near Paris.

11. "Recent Excavations in Rome and Pompeii," illustrated, by GORDON J. LAING, University of Chicago. General discussion.

A brief report of the results of archaeological work in 1911-12.

12. "A Manuscript of the Works of Caesar in the Library of Mr. George A. Plimpton, of New York," illustrated, by FRANCES W. KELSEY, University of Michigan. General discussion.

Business session.

V. SATURDAY, 2:00 P.M. CONVENTION HALL, HOTEL WASHINGTON

LOUIS HOWLAND, editor of the *Indianapolis News*, presiding officer.

13. "Ways and Means of Making Latin Popular," by HARRIET R. KIRBY, North High School, Columbus, Ohio. Discussion to be opened by MISS L. HARKNESS, Sophie Newcomb College, New Orleans.

It looks as if Latin is holding its own. If so, how are we going to insure a constant and growing number of Latin pupils?

Some ways and means which assist much in making Latin interesting and popular are: the giving of much attention to the study of English derivatives and some to conversational exercises in the beginning classes; the use of lantern slides and photographs; the definite assignment of reference books and systematic reading in connection with the Latin text; the Latin page in the high-school paper; the presentation of Latin plays and pageants; and, finally, the teacher's realization of the supreme importance of the subject.

14. "A Comparison of the Iphigenias of Euripides, Racine, and Goethe," by FREDERIC A. HALL, Washington University. Discussion to be opened by PAUL SHOREY, University of Chicago.

Euripides' Iphigenia at Aulis represents a higher type of sacrifice than is found in any of the other Iphigenias. In her cheerful surrender of life she was sustained by the thought that thus was Greece ennobled, and her unselfish act surpassed in nobility of motive Racine's Iphigenia.

Racine, perhaps wisely, adapted his plan to the circumstances of his times, and to the peculiarities of his people. He touched a popular chord by introducing into the play a fascinating, passionate woman—Eriphyle—who, fired with jealousy, finds her own destruction through her effort to ruin another. In Racine's tragedy Iphigenia passes through no struggle of soul before consenting to surrender her life; in fact, had not the Fates interfered, she would have returned to her home in order to save her life.

In the Iphigenias among the Taurians there is a marked contrast between the one of Euripides and the one of Goethe. Euripides' Iphigenia at Tauris resorts to lies, intrigue, defiance of authority, in order to accomplish her purpose, and justifies her conduct on the ground that the Greek must prove superior to the barbarian.

Goethe's Iphigenia is a mild-mannered woman, modeled on the principle of the times in which the poet lived, and therefore representing the ethics of the Christian religion rather than the standard of the times in which he is supposed to have lived. Goethe's drama is of an exceptionally high type as an artistic piece of work, but his Iphigenia is in marked contrast and quite inferior to the Greek original.

15. "Caesural Emphasis in the *Iliad*," by FRANK A. CLARK, Miami University, Oxford, Ohio. Discussion to be opened by JOHN A. SCOTT, Northwestern University.

Attention will be called to the emphasis which often falls upon the word immediately preceding the caesural pause in Homer, and by the

study of certain noteworthy instances of this refinement it is hoped that additional light may be thrown upon the meaning, and especially upon the general tone, of certain passages in the *Iliad*.

IMPORTANT INFORMATION

Association headquarters will be the new Hotel Washington, East Washington St. between Meridian and Pennsylvania streets. Members of the local committee designated by badges will meet trains Friday morning. The Hotel Washington is less than ten minutes' walk from the Union Station.

Members and guests of the association are requested to register and secure badges at the Convention Hall of the Hotel Washington or at Shortridge High School on Friday.

To avoid inconvenience, members and guests of the Classical Association are strongly advised to write directly to the hotels in advance for reservations. This request is made because a large joint convention of manufacturers which is to be held in Indianapolis at the same time has already reserved the large Claypool Hotel. Those desiring to stay at headquarters of the Classical Association should write to Mr. Krause, manager of the Hotel Washington, as soon as possible. All the hotels listed are conveniently near headquarters.

Sessions Friday morning and Saturday afternoon will be held at Hotel Washington. After the Friday morning session the delegates are invited to a luncheon by the Chamber of Commerce, 28 South Meridian St. Friday afternoon the session will be held at Shortridge High School, North Pennsylvania, between Michigan and North streets. The Friday evening session will be held in the John Herron Art Institute, North Pennsylvania and Sixteenth streets, and will be followed by a reception for all members of the association and their friends. The Saturday morning session will be in Hollenbeck Hall of the Young Women's Christian Association and will be followed by a luncheon in the same building. Take the north-bound Pennsylvania cars to reach the Art Institute, Shortridge, or Hollenbeck Hall. The last two are in easy walking distance.

HOTEL RATES

Hotel Washington.—New and fireproof. East Washington near Pennsylvania. European plan, single \$1.50 to \$3.00, all rooms with private bath. \$1.00 extra per room for each extra occupant.

Denison Hotel.—North Pennsylvania near Ohio. European plan, \$1.00 to \$4.00. American plan, \$2.50 to \$5.00.

Hotel English.—On the Circle, Monument Place. European plan without bath, \$1.00 to \$1.50; with bath, \$1.50 to \$2.50. American plan without bath, \$2.50 to \$3.00; with bath, \$3.00 to \$4.00.

Hotel Edward.—South Illinois near Union Station, under same management as the Washington. European, \$1.00 and \$1.50 without bath, \$1.50 to \$2.50 with bath.

Hotel Colonial.—North Illinois and New York streets. European plan, \$1.00 to \$2.00.

Linden Hotel.—North Illinois and New York streets. European plan, \$0.75 to \$3.00; with bath, \$1.50 and up; meals, \$0.35.

Hotel Royal.—323-25 North Illinois. European plan, \$1.00 to \$1.50, with running water; with bath, \$1.50, double, \$2.50.

Grand Hotel.—South Illinois near Union Station. European plan, without bath, \$1.00; with bath, \$1.50.