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## Reports from the Classical Field

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It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editor to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind.

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**Vocabulary, Forms, and Syntax in First-Year Latin.** — Professor Johnston's paper on "Sanity in First Year Latin" has stirred me to tell how the three leading objects of the beginner's work are attained in the preparatory department of Oxford College.

First, vocabulary. From the beginning the pupil is taught that Latin is *not a dead* language, that it is thoroughly alive and persists in the English language to such an extent that a knowledge of it puts a pupil on terms of intimacy with his own language such as he can gain in no other way.

Second, inflection. It is as easy for a Latin pupil to recite a paradigm and know nothing about it as for a pupil in arithmetic to recite the multiplication table and not know how much 7 times 8 are. It is the individual form that he uses in his sentence, and he should be able to make this without referring to the paradigm. How can this be done?

He should first be taught very carefully what an inflected language is, how it differs from an uninflected language, and, consequently, the importance of inflection in the study of Latin. From the first lesson on the first declension he should be taught the structure of a word and the use of the stem and the endings.

Then, both teacher and pupil must remember that the ability to make and to recognize forms must be acquired in the first year. About ten minutes can be given to an exercise at the beginning of the recitation somewhat like the following:

The class takes its place on the floor with the blackboard behind it. The teacher begins at the head and asks, for example: "What do you know about *mensarum*?" When this is correctly answered, the next pupil may be asked to make the ablative plural of the word meaning "rose." If the word is a verb the pupil may be asked for the conjugation, principal parts, tense, mood, etc., or to give the Latin form if it is called for. The dull pupil is helped a little by questions from the teacher. Any of the pupils may turn to the board at any time to help their memories by writing the word and analyzing it; e. g., *ama-v-eri-m*.

This exercise need never grow dull to the teacher, and the class must keep on the alert, for a word that is missed is passed along. The value of this exercise is evident. The pupil must use his *mind*, whereas in the case of the paradigm it is only an exercise of memory. Before the exercise begins, a few minutes are taken to clear away any difficulties that the pupil may have found. It is to be understood that board practice on the writing of isolated forms is frequently a part of the recitation.

Third, construction, or syntax. I think that I feel the importance of a knowledge of construction somewhat more strongly than Professor Johnston does. Some pupils can make a very creditable translation of Latin into English, but are unable to answer any question concerning it. Such pupils can not turn an English sentence into Latin correctly without an exact knowledge of the Latin construction. Consequently, I reverse Professor Johnston's method and use the *Latin* sentences for teaching and fixing constructions, asking the pupils to try to get the *idea* that the construction contains. In the case of an ablative, e. g., this can often best be done by expanding the ablative into a clause, etc. By this process the pupil is *learning to think*, for he is dealing with *ideas* and their relations to other ideas.

J. E. S.

OXFORD COLLEGE

**The Roman Cena at Lewis Institute.**—On the last anniversary of the *Ludi Plebei* the Classical Club of Lewis Institute entertained about one hundred and twenty-five guests at a Roman dinner. At a quarter to seven the tricliniarch announced "cena parata," and to the music of the harp the procession moved into the dining-room, being warned by a slave stationed at the door to enter "dextro pede."

The scene inside was one not soon to be forgotten. The yellow light of dozens of Roman lamps and candelabra flickered softly along the bare surface of the tables and over the groups of slaves, who, clad in the simple Greek chiton, stood as impassively in their places as the statues that were half concealed among the palms. The tables were arranged in three hollow squares, from which one side was omitted, with a serving-table in the center of each. Instead of reclining on couches, however, the guests sat around the outside of the square. Amid ferns and red roses strewn loosely over the tables stood papier-maché donkeys, bearing panniers of olives and radishes, which recalled the bronze ass at Trimalchio's feast. The menu cards, in Latin, done by hand in the capitals of the early Empire, were naturally among the objects of greatest interest.

When all were seated, the slaves, bearing silver pitchers and towels, poured water over the hands of the guests, after which two little pages filled the drinking-glasses. The dinner itself was served with a deliberation and dignity which surprised even those who had planned it all. After the *gustatio*, consisting of *lactuca capitata*, *radices*, *ova*, *tomacula*, *intuba*, *olivae*, etc., the dishes were

removed, the tables rubbed, and to the sound of the harp the slaves brought in bowls of *mulsum*, made, save for the fermentation, as the Romans made it, of grape juice and honey.

As the slaves now retired accompanied by the *structores* and tricliniarch, all awaited with great curiosity the *pièce de résistance* of the dinner, *aper Umber*. Finally the two pages entered, blowing trumpets, and behind them, each bearing on his head a platter with a roasted pig of twenty pounds, came the three *structores*, followed by all the retinue, two by two. After the procession had passed around the entire dining-room, one of the pigs was deposited on each of the serving tables. The carving was done with an attempted imitation of the fantastic pantomime recorded of ancient *structores*.

When the dinner proper was at an end, and the dishes had been removed, the pages entered with chaplets of grape leaves strung the length of their arms. The *structor* at each table removed the needed number and, assisted by his subordinates, proceeded to crown the guests under his charge. Then the Caecuban appeared in great bowls, and the *magister bibendi* at each table arose, crowned the *crater* with a smilax wreath, and poured a libation from the *patera*. Now the feast of wit began also. Accompanied by the harp, a quartette of girls in Greek gowns sang two settings of the first Pythian Ode of Pindar, and the Hymn to Calliope, while another young woman recited in Latin Horace's "Vides ut alta stet nive candida." Then four brief addresses by representative professional men, on appropriate subjects, brought the evening to a close.

J. R. N.

**The Hellenic Travelers' Club.**—A club with some six hundred foundation members has been formed in England "for the purpose of promoting cruises to the littoral of the Mediterranean and elsewhere, to be taken by ladies and gentlemen from both sides of the Atlantic who are interested in classical studies and research." The cruises generally will begin and end at Marseilles, but American members may join or leave at Naples or Genoa. One of the objects to be gained is a visit to places like Delphi, Olympia, Mycenae, Ithaca, Melos, Rhodes, Knidos, and Knossos, which are not included in the itineraries of the ordinary touring steamers. For this purpose the club intends to charter a vessel for its own use. Ordinary membership is to be restricted to Anglo-Saxons, though a limited number of eminent scholars from other nations may be admitted.

**Preparations for the Harvard Play.**—The preparations for the presentation of the *Agamemnon* at Cambridge in June are progressing. It may be of interest to know that, while the rich dress of the actors will be reproduced, there will be neither masks nor buskins. The performance of the actors will take place in the orchestra, not on the stage, and Dörpfeld's theory will have an actual test as it had at the performance of the *Antigone* in the stadium at Athens a year ago.

Two men have been in training the whole year for each of the parts, except that of Cassandra. In case both candidates are finally considered worthy of

a place, each will have an opportunity, since there will be two performances. Of the choral parts only the processional song at the opening of the play will be sung in unison. The formal choral *stasima* will be arranged in harmony, to avoid making them monotonous to a modern audience.

**Classical Conference of Southern California.**—The annual meeting of this conference, which has been in existence for about ten years, was held at Los Angeles, March 31. Its territory embraces the seven southern counties of the state, and its meetings, while not large, are helpful and enthusiastic, and may well serve as the models for others which are sure to be held in increasing number as time goes on. This year's meeting, like the others, proved an interesting one. The programme was as follows: "Translation and Interpretation of Selections from Aristophanes' *Clouds*" (Professor Archibald, Occidental College); "The Rhodes Scholarships" (Professor Norton, Pomona College); "An Insight into Latin Literature for Two-Year Latin Pupils" (Miss Payton, Santa Ana); "A Visit to the Temples of Sicily" (Miss Brigham, Los Angeles); "Christian Latin Hymns" (Professor Colcord, Pomona College).

**Albert H. Pattengill, 1842-1906.**—Albert Henderson Pattengill, A.M., professor of Greek in the University of Michigan, died suddenly at his home in Ann Arbor, Friday morning, March 16. His death was caused by heart trouble, from which he had suffered for the last three years.

Professor Pattengill was born February 26, 1842, in New Lisbon, Oswego County, N. Y. In 1865 he entered the sophomore class of the University of Michigan. He graduated with the class of 1868.

For a year after his graduation Mr. Pattengill was principal of the Ann Arbor High School. His official connection with the university began in 1869, when he was appointed assistant professor of Greek and French. The next year he became assistant professor of Greek, in 1881 associate professor of Greek, and in 1889 professor of Greek.

During the forty years in which Professor Pattengill was connected with university circles he was always deeply interested in athletics. He was as a student a member of the first baseball team ever organized in the university. He was a member of the board of control of athletics from the date of its organization, and for many years he has acted as chairman of the board. He was Michigan's representative at the two conferences held in Chicago this year to discuss the football question, and had returned from the second of those meetings only a few days before his death.

He was one of the best-known classical men of the West, and his sudden death was a great shock to his many friends.

**A. H. J. Greenidge.**—Dr. Abel H. J. Greenidge, fellow and lecturer in ancient history at St. John's College, Oxford, died suddenly on March 12. In his own department Dr. Greenidge was an acknowledged authority, and the conspicuous merit of what he had already done gave further promise for the future.