
"THEY CANNOT STOP DANCING—"

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Wreaths of green paper were placed on the heads of guests at the banquet at St. Vincent's High School in Petaluma, California.

Bulletins are effective means for uniting chapters. The national publication is *TORCH: US*, sponsored by Belle Gould, of Henderson, Texas, member of the national committee. Both Texas and Indiana have printed bulletins. The *Torch* of Texas, a quarterly, has completed its fifteenth year. Indiana's *Veritas et Scientia*, a four-page paper published three times a year, has just finished its second year. The *Forum* is a mimeograph from West Virginia, and the *Torch* is a mimeograph from Pennsylvania. A mimeograph entitled *Vox Latina* is prepared each month by a different chapter in the Washington federation. An outstanding chapter mimeographed paper is *Latinus Rumor*, of Webster Groves, Missouri, a monthly which has been appearing for twenty-nine years. *Aquila* is from Cheyenne High School, Wyoming. *Cumera*, of Henderson, Texas, contains attractive illustrations each month. *Stella Romana*, of the Rosati-Kain High School, St. Louis, Missouri, has appeared for four years, and *Tiber Times*, of Hamilton Junior High School, Elizabeth, New Jersey, is in its tenth year. *Novem D Vox* is prepared by ninth-grade students at St. Aloysius High School, Jersey City, New Jersey.

The transportation of delegates to conventions requires the raising of money. The Bloomfield, New Jersey, chapter sold toy kittens, and had a bake sale and an auction. Rummage sales, bake sales, and popcorn concessions enabled the Dobyns-Bennett chapter, of Kingsport, Tennessee, to give \$30 to the Salvation Army, to send twenty students to the Latin Forum in South Carolina and four to the national convention in Ohio, and to charter three buses to Virginia for a picnic in honor of the seniors. A Saturnalia dance was given at Jefferson Junior High School, Albuquerque, New Mexico. Pencils with football schedules and also with the JCL creed were sold by the chapter at Latrobe, Pennsylvania. The chapter at Camp Point, Illinois, made and sold Christmas corsages and canes, and had a soup and pie supper. The chapter at Havertown, Pennsylvania, sold address labels and book covers.

Chapters improve public relations by various social events, exhibits, and the "open house." The Olympian Club, of East Technical High School, Cleveland, Ohio (now in its fifty-

second year), had 200 people to a Sunday tea at the YWCA. A "Neptune's Court" banquet, held by the chapter at Worthington, Minnesota, was attended by school officials and members of the board of education. The chapter at Cartersville, Georgia, prepared for an exhibit a plaster model of the Appian Way, with fifty models of people on it. Annandale, Virginia, had a September picnic to honor the faculty. Cheyenne, Wyoming, had its annual Parents' Night. The chapter at West Monroe, Louisiana, for the second year won a prize for its entry in the Homecoming parade. Our Lady of Victory Academy in Lackawanna, New York, held contests, for which the prizes were a painting of the death of Achilles, and a soldier doll. A school assembly was sponsored by the chapter at Civic Memorial High School, Bethalto, Illinois. Incarnate Word Academy, of St. Louis, Missouri, featured television in all its programs last year. The Texas federation secures state-wide publicity through the annual proclamation of the governor. New members of the chapter at West Lawn, Pennsylvania, wore golden crowns with purple and gold torches following their induction.

Nation-wide publicity has been granted generously by the editors of *THE CLASSICAL OUTLOOK*, *The Classical Journal*, and the *Language Teacher's Notebook*. Thirty thousand copies of the winter issue of the latter were mailed out by Scott, Foresman and Company.

This extensive report could not have been made without the united effort of the approximately one thousand teachers of Latin who sponsor ICL chapters and report their activities.



SCHOLARSHIP COMMITTEES

The committee which will administer for 1957 the new American Classical League summer scholarships for teachers, for study in Athens or Rome, consists of the following persons: William M. Seaman, of the Michigan State University (Chairman); Mrs. Philip W. Clark, of The Day School, New Haven, Conn.; Chauncey E. Finch, of St. Louis University; Anna A. Goldsberry, of the Senior High School, Alton, Ill.; and Alvin Wakeland, of Kennett Square, Pa. Inquiries should be addressed to the members of the committee.

The committee which will administer for 1957 the new American Classical League college scholarships for members of the Junior Classical

League is as follows: Carolyn E. Bock, of the Montclair (N. J.) State Teachers' College (Chairman); Abby Gregory, of Denfeld High School, Duluth, Minn.; Lillian Jones, of Lexington, N. C.; Paul R. Murphy, of the Ohio University at Athens, Ohio; and Elor Osborn, of Waco, Texas.



"THEY CANNOT STOP DANCING—"

By LILLIAN B. LAWLER
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MANY PARENTS today, and mothers as well, are deeply concerned over the effect upon young people of the current craze for "rock and roll" music; and there has been serious discussion as to whether music of that type has an effect upon the morals of teen-agers. There has also been distress over manifestations of a form of mass hysteria inspired by the music—"They cannot stop dancing!"

All of this has a strangely familiar ring to the classicist. The ancient Greeks believed that music had a very real effect upon the morals of the listener—especially of the youthful listener. Plato regarded music as essential in the education of the young—but not all music. He would ban from his ideal state certain musical modes, such as the Lydian and the Ionian, because of their weakening effect upon the morals and character, and would admit others, such as the Dorian, because of their good and inspiring influence (*Rep.* iii, 308-399; cf. also *Laws* vii, *passim*). In like manner he would permit the use of the lyre, but would exclude the sliding, piercing, sensuous tones of the flute. Other writers deplore the demoralizing effect of the insistent beat of the hand-drum, the *tympanon*. Here we recall modern objections to the sensuous notes of the clarinet, the sliding, exciting tones of the trombone and saxophone, and the jungle beat of the percussion instruments in today's "rock and roll" bands.

Aristotle, too (*Pol.* viii, ch. 5, 6, 7), is convinced of the deep effect of music upon the morals of the listener. Some music, he says, softens the spirit; other music makes it firm, or inspires it to religious fervor. He believes that music can soothe and purify, and can elevate—or can make the spirit weak and languid. He, too, looks to the Dorian mode to instill good morals.

The mass hysteria which sometimes attacks groups of people and forces them, even against their will, to dance to the point of exhaustion is

also a very ancient phenomenon. The steady beat of drums is a potent factor in inducing this state; so also, in the past, have been such forces as plague, famine, war, economic depression. We may recall the pathetic dance mania of the Middle Ages in central Europe, when women, made hysterical by the devastation of the Black Death, danced wildly in a semi-hypnotic trance, and in some cases actually danced themselves to death. In our own times, some readers may remember, in the depression of the 1930's, the amazing wave of uncontrollable dance mania that once swept a Chicago stadium during a concert by a "swing" band. Persistent stories in Greek mythology, most of them concerned with the introduction of the fertility cult of Dionysus into Greece, hint that there may have been a similar wave of dance mania at some time in the pre-classical period (cf. "Dance Mania in Prehistoric Greece," THE CLASSICAL OUTLOOK XXIV, 1947, 38-39). Among these stories are those of Agave and Pentheus, the daughters of Minyas, the daughters of Proetus, the daughters of Eteocles, the women of Thebes, Sparta, and Chios. In all these stories there is emphasis upon the fact that the women "could not stop dancing." Less spectacular, but closer to the young devotees of "rock and roll" music, are the dancers mentioned by Plutarch (*Quaest. Conv.* ix, 15), who are so affected by certain types of music and song that they dance in spite of themselves, as he says, in the manner of puppets pulled by strings. Somewhat different, but not to be overlooked, are the members of the chorus in the *Peace* of Aristophanes (lines 321-328), who cry out that their legs will not stop dancing, even though they try very hard to make them do so!

Currently a favorite entertainer has aroused much comment with his "writhing" contortions, and, to the distress of parents and teachers, has inspired many youthful imitators to similar activity. Here we recall the ancient dance known as the *kordax*, the characteristic dance of Greek Old Comedy, which, like the modern performance, was tremendously popular, but was under constant attack for its lewdness and suggestiveness. The *kordax* made use of much contortion of the hips and torso, together with other movements of a similar nature. Its ultimate origin is certainly to be sought in dances in prehistoric rituals to fertility divinities.

BOOK NOTES

Latin for Americans, First Book. By B. L. Ullman and Norman E. Henry. Revised by B. L. Ullman. New York: Macmillan, 1956. Pages x plus 437. \$3.56.

This book is the sixth in the dynasty which was founded in 1923 under the title *Elementary Latin* and was continued with *New Elementary Latin* (1929), *New Elementary Latin Revised* (1936), *Latin for Americans, First Book* (1941), *Latin for Americans, First Book, Revised* (1950). A comparative study of these six books will shed much light on the evolution of the teaching of beginner's Latin during the past thirty-three years.

The most obvious difference between the earliest edition and the latest is in size. The 1923 edition had a 5" by 7½" page and weighed 19 ounces; the 1956 edition has a 6¼" by 9" page and weighs 29 ounces. Another striking difference is in the number and quality of the illustrations. The 1923 edition had a total of 119 pictures, four in color and 115 in black; the 1956 edition has a total of 305 pictures, 64 in color and 241 in black, exclusive of the front and back cover, the end-papers, and 28 line drawings.

Of even greater significance to this reviewer is the change in the organization of the teaching material, a change which has gradually taken place over the years. The 1923 edition was primarily a grammar book plus exercises in translating isolated sentences from and into Latin. It contained only a total of 573 lines of connected Latin reading, the first of which (5 lines) appeared on page 21 at the end of Lesson VIII. The 1956 edition contains a total of 1478 lines of connected Latin reading, and the Latin reading is placed first in each of the regular lessons. The discussion of grammatical forms and uses follows the Latin story and is based on it.

The 1923 edition contained no teaching material specifically directed to the attainment of the "historical-cultural" objectives except legends accompanying the illustrations; the 1956 edition contains a total of thirteen English essays called "Glimpses of Roman Life" and an introductory essay entitled "Our Roman Heritage," in addition to the legends accompanying the illustrations and the abundant historical-cultural material to be found in the Latin stories themselves.

The present edition differs from its immediate predecessor chiefly in its larger format, in additional Latin reading, the earlier introduction of second- and third-declension nouns, greater emphasis on the fundamental difference between Latin and English word order, and—what to this reviewer is a very welcome factor—the introduction of and repeated practice in using the perfect tense forms of the indicative long before the introduction of the imperfect tense.

The general Latin-English vocabulary contains 780 words. Many Latin words which occur in the Latin reading are explained in footnotes, and are not included in the general vocabulary. There are only 401 words in the English-Latin vocabulary because of a reduced emphasis upon English-to-Latin exercises.

Latin and English word studies are important features of the present edition, as they were of all previous editions.

A *Teacher's Manual* and *Progress Tests* are available from the publishers.

—W.L.C.

Latin for Americans, Second Book. By B. L. Ullman and Norman E. Henry. New York: Macmillan, 1956. Pp. vii plus 470. \$3.96.

This 1956 edition of *Latin for Americans, Second Book* is a worthy companion to the *First Book* reviewed above. It closely resembles the *First Book* in format and in the number and excellence of its pictures. In both books these pictures "illustrate"; that is, they elucidate as well as adorn the text.

In organization the present edition differs from its immediate predecessor of 1950 in being divided into eleven units, the contents of the first eight of which are broken down into 104 "lessons." Each lesson consists typically of a Latin reading passage followed by comprehension questions and by pertinent teaching material under the four headings of "Grammar," "Exercises (English-to-Latin sentences)," "Vocabulary," and "Word Study."

In its Latin reading content the present edition differs chiefly from its immediate predecessor by the addition of selections from Pliny's letters, some short selections from Ovid's *Metamorphoses*, a new Latin play ("Caesar Dictator"), and a unit called "Two Thousand Years of Latin Literature."

The Latin selections in the several units are as follows (I) The Roman Family; (II) Two Roman Students in Athens and a Latin play; (III) Selec-