

ades. "In that remarkably short space of time," someone has pointed out, "Rayon has established a place for itself among these age-old fibers as one of the five important textiles of the world. This has been called a monument to the genius of man, since it is the only textile spun and woven for human needs which man has invented."

ETHEL HINEBAUGH

### HISTORICAL BACKGROUND OF CICERO'S ORATION, THE CITIZENSHIP OF ARCHIAS

THE investigation made in 1920 and published in 1924 of the classics in secondary schools has done much toward revolutionizing the high school Latin course. Of the many aims and objectives, besides those which add directly to our ability in writing, speaking, and understanding English, the greatest per cent of teachers checked as valid the cultural objectives. The principal one of these is quoted as follows: "Development of an historical perspective and a general cultural background through an increased knowledge of facts relating to the life, history, institutions, mythology, and religion of the Romans; an increased appreciation of the influence of their civilization, and a broader understanding of social and political problems of today."

The explanation of this aim is further stated: "By cultural objectives are meant those concerned with increasing the pupil's fund of information; developing his capacity for appreciation, extending his intellectual horizon, and broadening his sympathies by direct contact, through the study of their language and literature, with the mind of a people remote in time and place.

"It is generally agreed that the solution of present-day social, political, and economic problems will be aided by an intelligent knowledge of the experience of the race, and that some knowledge of the early his-

tory of our civilization is a desirable element in the training for intelligent American citizenship.

"It is also believed that the best key to a direct and intimate understanding of the Romans and of their civilization is a first hand contact with their language and literature. A pupil who has learned to comprehend the thought of a Latin sentence in the original has to some extent thought as a Roman and has come into direct contact with the genius of the Roman mind in the medium which is the most perfect embodiment of that genius, the Latin language."

Just recently a report of the Classical Investigation has been adopted, by which required readings are no longer asked for in college entrance examinations; and it further recommends that special attention be paid to developing an historical background. It is found that it is quite impossible for the pupil to acquire the necessary background contemporaneously with the Latin text. For that reason prescribed reading in English should precede the translation. Thus the pupils of the East High School, Rochester, N. Y., have prepared an outline suggesting the information that should be gained before the study of Cicero's oration, *For the Manilian Law*.

It is the purpose of this paper to suggest to teachers of high school Latin a detailed outline to be used by the pupil before the reading of Archias. To see that the technicalities of Latin grammar are not emphasized at the expense of the thought content of the reading material, and to give to the pupil a working basis for his reading, this outline suggests some of the information that should be familiar to the pupil. To what extent it should be used will depend of course upon the judgment of the teacher. As a warning may the teacher remember this principle of teaching which I recently heard an instructor express by the following story: A donkey was nibbling grass in his pasture when his master came by holding out a bright, red, juicy carrot. He gave to

him a smell and a mere nibble, then jerked it away, being sure to give him enough to make him want more, yet leading him on by not giving him too much at a time. Thus may the teacher's discretion lead her in the use of this material.

In order properly to understand Cicero's oration, *The Citizenship of Archias*, and to follow the argument it will be necessary to secure beforehand a general knowledge comparable to some extent to that possessed by the audience which Cicero addressed. This knowledge should include:

I. Roman government in 62 B. C. in relation to Archias.

1. Roman Citizenship
2. Roman Courts

II. Identification of certain men.

III. Status of literature in Rome at that time.

A brief discussion of these topics will be given below and a full bibliography will be given at the end of this outline.

I. *Roman Government 62 B. C.*

1. *Citizenship*

It was a fine thing to boast "civis Romanus sum." and Archias was not willing to lose his citizenship without an effort to save it. The advantages of a citizen were very great. He could command all sorts of protection not open to non-citizens. If arrested he could demand the right to give bail. He could not be put to torture and, if condemned to die, he would have been beheaded—the most merciful end. Particularly in matters touching his life and status as a citizen he could appeal from the lower court to the senate. The high place in which Roman citizenship was held is clearly illustrated in the case of Paul, even though Paul lived many years after Cicero. Having been arrested in Jerusalem, he pleaded his Roman citizenship and, even though the mob clamored for his life, he was sent to Rome, tried before a higher court, and was finally set at liberty.

There were among the Roman people at

this time three social ranks: the senatorial order, the equestrian order, and the populous.

The senatorial order was limited to senators who by their life tenure of office and their insignia formed a kind of peerage. Nobility, however, did not depend on holding office oneself, but on being descended from an ancestor who had held any office from the curule aedileship to the dictatorship. If any person not of senatorial rank should be chosen for such an office his ancestors should belong to the nobility. Hence the senatorial order and the nobility were practically the same.

The next in rank was the equestrian order. This body consisted mainly of young men of wealth who did not belong to the senatorial order. To this class Cicero belonged.

Below these two aristocratic orders in estate and in social position were the rest of the free born citizens not possessing as much as 400,000 sesterces. Among these there was naturally a great variety in fortune cultivation, and respectability, but all of these had status superior to that of freedmen and foreign residents.

It was the first two of these orders which made up the Roman aristocracy and it was this aristocratic faction, thinking that the strength of their opponents lay in the fraudulent votes of those who were not citizens, that in 62 B. C. procured the passage of the "Lex Papia." By this law "all strangers who possessed neither Roman nor Latin burgess rights were to be rejected from the capital." Under this law in 62 B. C. on the ground that Archias was not a citizen, an attempt was made to exclude him from Roman citizenship. But it had happened that in 89 B. C. twenty-seven years before this time, a law had been passed by the terms of which Roman citizenship was granted to all who at the enactment of the law were enrolled in any city allied with Rome, provided they should register before a Roman Praetor within sixty days. Archias, at that

time a citizen of Heraclea, which for 200 years had been closely allied with Rome, had registered before the Roman Praetor, Quintus Metellus Pius, and had thus established his citizenship at Rome.

## 2. Roman Courts

The Praetors were the exclusive judicial officers of Cicero's time. A Praetor, as presiding judge of the court, caused a jury to be sworn in. This jury was made up of men from both the senatorial and equestrian ranks. A majority of the jurors decided the verdict.

The Romans in law courts were very logical thinkers. The first matter to be attended to was the settlement of the question at hand. This is noted clearly in *The Citizenship of Archias*, though Cicero's manner in the handling of this case is most unusual. Less than one half of the oration is given over to the law and facts of the case. The greater portion is devoted to a eulogy on the pursuit of literature and the poetic powers of Archias. This plea for Archias may be divided thus:

I. Cicero's reasons for undertaking the defense of Archias.

II. Life of Archias.

III. The case stated and proved.

IV. Praise of literature.

V. Plea for protection of Archias' rights.

The center of this legal activity was the Forum, where all public activities were carried on. The court house was called the Basilica. It was in just such a building as I am about to describe that Cicero plead for the citizenship of Archias. It is from 150 to 250 feet in length. Its glory is in its great hall, used for the chief courts of justice. The hall is paved with an expensive colored marble; the pillars down either side are faced with marble of still greater value; and the ceiling heavy with gilt fretting and painting. So large is the hall that not one but four tribunals have been set up in different quarters of the building at the same time.

## II. Identification of Certain Men

1. Archias, a native of Antioch, was born about 119 B. C. While just a boy, he showed unusual poetic gifts. He won general admiration by giving public exhibition of his powers in Asia Minor, Greece, and Southern Italy. He came to Rome at about the age of seventeen and through his own personality and literary accomplishments he was received in the homes of the noblest families. It was at this time that he formed a close friendship with Cicero. Moreover, this great poet had a great influence over the life of the orator, and for that reason Cicero felt indebted to Archias and plead his case with all the eloquence at his command.

2. The Luculli, Marcus and Lucius, were prominent military leaders of Rome. They were men of high culture and character, who gave most of their spare time to the patronage of literature.

3. Crossus was considered the wealthiest man of Rome, a man of high birth, a soldier of no mean capacity, and an orator of unusual success.

4. Livius Drusus was a nobleman, a man of good disposition, large fortune, respected for his high aims and strong personality.

5. Leictulus was also a nobleman. At one time he was a Roman Consul, the highest office that could be held in Roman civil government.

6. Mitellus was also a Roman citizen who, after serving as a provincial governor, was made a Roman military leader.

7. Gratus was a Roman citizen of the aristocratic faction who brought suit against Archias.

8. The Hortensii and Catulus belonged to the Roman aristocracy and were able military leaders.

9. Homer was the famous Greek poet who was said to have been blind. He gave us the story of Troy in the "Iliad," thus making Achilles immortal.

### III. *Status of Literature in Rome at That Time*

The case of Archias' citizenship was easily proved, and for that reason the greater part of Cicero's defense of him is given over to the praises of literature. This very fact itself, that such a eulogy of literature could interest an audience at that time and could aid in the plea for Archias, shows the importance of literature in Roman life, as does also the fact that military and political leaders of Rome took time for "Roman Letters."

We know also that literature was held in high esteem at this time from the fact that the poet Archias, because of his literary ability, was especially admired by leaders of Roman public life. Furthermore, many states were desirous of Archias as a citizen because of his poetic gifts. Gradually the influence of Greek literature was spreading to Rome. But it was not until about 31 B. C., thirty years later, that literature in Roman life reached its height.

HELEN YATES

### KEEPING UP THE WAR SPIRIT

**I**N a small community of a few hundred people a few miles from this city there is a modest town park. In the center is a flag staff, and at two of the corners are rather antiquated field pieces, trophies of the Spanish war. They are quite useless as a protection to the town, for no one could bring them into action in any circumstances. They were secured at the close of the war in Cuba by some citizens who thought it a patriotic thing to set up these harmless bits of artillery as reminders of a glorious event in the annals of the republic, and souvenirs of the fact that the village had had some little participation in the adventure.

On the recent flag-day there was a celebration, consisting of a parade of civic notables and a few veterans, as well as some

of the boy scouts of the place. The program, instead of calling to mind the real meaning of the flag for the nation and the world, was so manipulated as to afford an opportunity for a rehearsal of the war record of the past. The military men who had been imported for the occasion rehearsed one battle scene after another, dwelling upon the glorious part the flag had played in waving over fields of carnage and death. Not a word regarding the meaning of Old Glory to the yearning peoples of the earth to whom it is the symbol of liberty, opportunity, education, and democracy. Not a paragraph in interpretation of its significance to the new citizenship arriving from abroad or growing up in the land. Only the dismal recital of armies facing death, and of devastated fields and towns where the flag had been heroically displayed.

It was a little difficult to make the diminutive cannon play a very inspiring part in the celebration. But such inspiration as could be gotten out of them was invoked. If they could have been conscious of the comic rôle they acted in the celebration, they would have felt even smaller than they looked. As the closing feature of a program that had missed every item of stimulating national spirit, and had set the example of beating the war tom-toms, a little girl was introduced to recite a poem appropriate to the occasion. It proved to be that familiar tribute to the American flag, beginning, "When freedom from her mountain height." It was no fault of the demure little maiden that she was quite unmoved by the nobler lines of that picturesque but rather sentimental selection, and was far more conscious of the folds of her pretty pink sash than she was of those of the national banner. But she came presently to the lines,

Ere yet the life-blood warm and wet has dimmed  
the glistening bayonet,  
Each soldier's eye shall brightly turn to where the  
sky-born beauties burn;  
And as his springing steps advance catch war and  
vengeance from the glance.