

a) Contributor's name and address:

Mariarosaria Pugliarello, Università degli Studi di Genova, DARFICLET, via Balbi 4 p.III, 16126 Genova (Italy)

email: [Mariarosaria.Pugliarello@lettere.unige.it](mailto:Mariarosaria.Pugliarello@lettere.unige.it)

b) Panel: 4. Continuity and Change in Late Antiquity

c) Title of the paper:

Tradition and innovation in the *Ars grammatica*.

d) Length of the paper: 20 minutes

e) Outline of the Content:

The Latin *Ars grammatica* adopts the analysis of the language suggested by the Greek grammarians and follows the formulation of the *technai*. The process of integrations of the basic nucleus of theories is synthetically delineated by Quintilian, who refers to the evolution of the reflection on the parts of speech from Aristotle, through the Stoics and the Alexandrians, to Remmius Palaemon (*Inst. or.* 1,4,18-20).

The innovations of the *ars grammatica* first originate from the need to adapt the theoretical formulation to the reality of the Latin language; however such aim does not modify the general structure of the *artes*, which seems to follow the tradition of the canonical model. Instead, from the educational point of view the *artes* present clear signs of discontinuity and innovation, due to the choice of strategies aimed both at explaining the linguistic facts and at enhancing their comprehension and memorization by the students. It is indeed in the practice of teaching that the initiative of the single grammarians is inevitably needed.

My research deals with examples of intersection of theory and practice in Donatus's *artes* and in the Donatian commentaries. The teaching strategies involve different aspects, such as exemplification through quotations from *auctores* or lexical examples, enumeration of formal features, listing of morphological elements in alphabetical order, presentation of paradigms and schemes, a more and more detailed classification of formal facts. In all these cases the presence of innovative elements is both an answer to the new educational needs, and a sign of the evolution of the language; it signals the changing of the pupils and of the teaching perspectives themselves from a cultural and social point of view.