

The Classical Review

FEBRUARY 1905.

THE CLASSICAL ASSOCIATION OF ENGLAND AND WALES.

THE Association held its annual general meeting on Friday and Saturday, Jan. 6 and 7, under the hospitable roof of University College, London, and may be congratulated on a successful gathering, in which about 200 took part.

Since its inaugural meeting in the same place, just over twelve months before, reported in the *Classical Review* in February of last year, it has more than doubled its numbers, which now exceed 900. The financial statement presented by Mr. Kenyon, Mr. Mackail's successor as honorary treasurer, disclosed a fair measure of material prosperity, though it must be owned that the funds which can be provided by annual subscriptions of five shillings are none too ample for the work which such an Association might and should perform.

The two chief features of the meeting were its prevailingly educational character, which, perhaps, suggested the kindly reference which Canon Bell made to it in his speech at the dinner of the Incorporated Association of Headmasters as a 'kindred association,' and the extension of the policy which was adopted at the Oxford meeting of dealing with pressing questions by voting the appointment of Committees. Of these no less than three in addition to the one on Latin Orthography are to be constituted.

In accordance with the precedent of the Oxford meeting, the proceedings on the Friday evening meeting took the form of a social *réunion*. The members were received by the Principal of the College, Dr. T. Gregory Foster, and Professor Butcher as representing the Council of the Association. The Flaxman Gallery and

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the fine College Library were open to the visitors, and in the latter were disposed some treasures from the Library and elsewhere. In the bays there were exhibits by the leading publishers of their recent Classical books. The pedagogic character to which we have adverted was not absent from the lectures which diversified the evening. Prof. P. Gardner in an interesting and practical address upon 'the use of lantern slides in classical teaching' (a subject to which, by the way, there were some disrespectful allusions on the following day), gave an account of recent improvements in this branch of lecture illustration, the most important of which was that a darkened room was no longer necessary. Among the pieces thrown upon the screen the most effective was a sheet of coins, which came out with great clearness and solidity. Mr. Gilbert Murray's discourse was on some points in teaching Greek Plays. He defended the psychological school of interpretation against the strictly logical one, and dwelt upon the necessity of always keeping in view the spoken character of ancient drama. In conclusion he proposed a novel explanation of Euripides *Med.* 213 *sqq.* *Κορίνθιαί γυναῖκες, ἐξῆλθον δόμων*, by which this speech of Medea might be brought into more intelligible relations with her violent outbursts in the previous scene. Both lectures had a seasoning of epigram which the audience did not fail to appreciate.

At the business meeting on the following day, over which Sir E. Maunde Thompson presided, the Earl of Halsbury, Lord Chancellor, was elected President for the year. And the Master of the Rolls, the

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outgoing President—whose services to the Association were signalised in graceful language by Dr. Gow—Sir Archibald Geikie, and Sir Edward Poynter were added to the list of Vice-Presidents, and the President of Queens' College, Cambridge, Prof. E. A. Gardner, Miss J. E. Harrison, Sir A. F. Hort, and Mr. Mackail, were elected on the Council.

The centre of attraction in the proceedings was, of course, the Presidential address, which we print elsewhere. The acclamation which followed the motion of a vote of thanks by Sir E. M. Thompson, and the observations of the speakers in the brief discussion that ensued, to which Prof. Butcher, the Rev. J. B. Lee, and Mr. J. S. Redmayne contributed, showed the interest that it had awakened.

Earlier in the morning, the Association voted on the proposal 'that the Council be requested to nominate a representative committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland. That the same Committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.' This was proposed by Prof. Butcher, who pointed out that the need of reform was no new question. The general principle had been affirmed by the Headmasters' Conference in 1871. No common action, however, had been taken. A few individuals and a very few schools had adopted the reformed pronunciation. The partial change had only accentuated the mischief. Neither at Oxford nor at Cambridge, nor within a single College, was any uniform system in vogue. Two discordant systems existed, and several inharmonious blends of the two. It was now a matter of urgent practical convenience that within these islands we should accept some standard pronunciation which should be approximately correct. But the change must be such as not to impose new and vexatious burdens on classical pupils. Hence we must distinguish in practice between the more and the less important. Three points seemed essential: (1) Quantity must never be neglected; a long syllable must always be pronounced long, not pronounced louder. The English accentual system often obscured quantity and ruined the reading of poetry.

(2) The quality of the vowels should be respected; that is, roughly speaking, they should be pronounced as in Italian. The learning of the Romance languages would thus be made all the easier. (3) The consonants c, g, and t should always be hard. The teacher while trying to attain the utmost accuracy himself, should not teach his pupils the subtleties of the subject, but insist only on a few fundamentals. The question of Greek offered one peculiar difficulty. The ancient Greek accent was a musical or pitch accent, not a stress accent. We could hardly hope to recapture the intonation. Still there was no difficulty in getting the sounds of the vowels and consonants correctly. Now that the interchange of teachers between England, Scotland, and Ireland was more frequent, the need of uniformity in the United Kingdom was one of increasing urgency. But the first condition of reform was that the Schools and the Universities should act in concert. The motion was seconded by Mr. F. M. Cornford, the Secretary of the Cambridge Classical Society, who gave the results of a recent poll of the members of that Society, which showed overwhelming majorities both for uniformity and reform. Dr. Sandys gave his own experience as Public Orator, and urged with numerous anecdotes the inconvenience of the present pronunciation. Dr. Rouse showed from actual experience that the introduction of a reformed pronunciation was a matter of no great difficulty. The only opposition to reform came from Mr. John Sargeant, whose defence of the old pronunciation in the *Journal of Education* some may remember: and he did not oppose the adoption of the resolution, which was finally carried with a single dissident.

After it was disposed of, Mr. R. L. Leighton read a short paper on the educational utility of Latin. In contrast to Mr. Leighton's quiet dialectic and subtle analysis stood the more dashing treatment of Mr. Rice Holmes, the historian of the Indian Mutiny and the campaigns of Caesar, who pressed home the value of classics for science and mathematical students and candidates for the Army and the need for reform in the teaching here, with martial directness. The Rev. A. J. Church thought that more attention should be paid to the English of translations. Mr. F. J. Terry urged that beginners should be set down to Latin which dealt with incidents of a boy's life, and Prof. Conway emphasised the importance of bringing out early the difference between poetry and prose.

In the afternoon meeting, presided over by Prof. Butcher, Prof. E. A. Gardner moved for a representative committee to consider by which methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation. Prof. Gardner's suggestions were mainly concerned with archaeology, but his motion had a general intention, and he had no difficulty in carrying it. The rest of the sitting was consumed in the consideration of two motions, which were subsequently merged in a third. Mr. Page proposed that there should be a committee to consider what part of the study of Greek and Latin is of lesser importance, in order that attention may be more concentrated on what is essential. In a speech of vigour and vehemence he tilted at the excessive pursuit of the more technical portions of classical studies, and suggested that to get time for at least some acquaintance with the best authors, accidence, syntax, and composition should be studied fully in Latin only, and, up to a certain stage, be almost wholly neglected in Greek, pushing on to actual reading. The Rev. W. C. Compton proposed a similar committee for the revision of school grammars so as to separate the indispensable from the more exceptional uses. He pleaded for rearrangement, and a grammar in which the two parts should appear on opposite pages. A number of speakers joined in the debate. The Provost of Oriel showed how grammars were lightened considerably by the omission of unattested forms. Dr. Postgate thought that

verse-making, except as an aid to the appreciation of metre, should be dropped by all who had not some poetical aptitude, and urged the need of a new school Latin dictionary. Mr. Winbolt attacked the problem from the point of view of the school time-table, suggesting finally that of an allotted total of 8 hours, translation should have 4, grammar 2, history and literature 2, and Latin prose 2. Mr. R. T. Elliott thought less grammar should be taught, and especially fewer irregular verbs, and that Attic should be worshipped less. Prof. Burrows did not think a new grammar very urgently required, and put in a plea for Greek prose and for original work by teachers, and a warning against apathy. Mr. A. S. Owen protested against the view that opposite every word in the grammar should be set an English translation, and deprecated excessive simplification. The Rev. H. A. Dalton feared that soundness in Greek might be sacrificed on Mr. Page's scheme. Miss Rogers had found that girls might begin Greek at a later age than boys. The Chairman thought that there was danger of a neglect of grammar being carried too far, and put in a word for the cultivation of Latin verse. Easier and more 'literary' extracts should be given for practice in translation. The following resolution was then adopted: That the Council be requested to nominate a representative Committee to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved, the Committee to report to the Association at the earliest possible opportunity.

CLASSICAL STUDIES.

A Presidential Address to the Classical Association of England and Wales by the EARL OF HALSBURY, Lord Chancellor, on January 7, 1905.

IN addressing my fellow-members of this Association from the Chair, which it is my pride to occupy to-day, I must disclaim any pretension to lecture or to assume the attitude of a Professor. I am simply for the moment in the Chair, and, like the person who occupies the Chair in another place, more appropriately silent than dogmatizing on the subjects that interest us all; I would rather put it that I am initiating a conversation and suggesting a topic or two than delivering a thesis. I observe my distin-

guished predecessor disclaimed on the part of this Society any pretension to improve the level of Scholarship in the University of Oxford. As the Master of the Rolls said, Oxford stood where it should stand—at the summit level of Classical attainment; but I am by no means sure that we should make the same protest when we are speaking of London as a great publishing centre. It would be both unjust and ungrateful not to recognize what the University by whose hospitality we are now