

The Classical Review

FEBRUARY 1908

EDITORIAL

THE *Classical Review* in its new shape has now had a year's trial, and the editor hopes that it has recommended itself to readers. If we have not yet been able to carry out all the plans we had proposed, this is due partly to the difficulty of finding contributors ready to assist. We have however made a beginning in two directions: one being the publication of articles suited to interest a wider circle of readers, the other the discussion of educational method.

In the first class, we hope shortly to present one or two papers on the discoveries of the spade. It has been suggested that some of those engaged in school teaching may not have access to the books in which these discoveries are recorded, and that they may be glad to have descriptions of a more general character put before them. We still desire the help of contributors to explain the light thrown by ancient history on modern problems, which is a fruitful field that has never been properly worked.

In the second, we ask earnestly for contributions from any who may be considering the profession of teaching in its principles, and trying to devise either improvements in method, or new ways of meeting the needs of the time. Classical teaching in schools has become in the last generation as it were petrified: one good order may corrupt the world, if it be a good order; and what if it be not good? Nothing can be gained, and all may be lost, by refusing to examine the

grounds of our belief; on the other hand, the great revolution in modern language methods has been so rich in results, that it surely behoves us to consider whether we may learn anything from it. The *Classical Review* will welcome from teachers any records of experience or experiment, and any reasoned defence of what is questioned by the world.

It is proposed further, from time to time to publish papers on the state of classical study in other countries. What is called the modern spirit has already struck at the root of these in France, and the near future cannot but be instructive. The same would certainly have happened in Germany, but for the efforts of Prof. U. von Wilamowitz-Möllendorff and Dr. Reinhardt, supported by the valuable work of the Prussian Reform-Gymnasien. These Gymnasien show the only systematic attempt at reform in classical teaching that has yet been carried out in such a way as to be available as evidence. An admirable account of this work is given by Mr. J. L. Paton in one of the Board of Education's Special Reports.

The editor will be grateful for any suggestion from schools as to their peculiar needs; and he hopes immediately to carry out one that has been made by publishing versions and translations which may be useful to them. He appeals once more to any enthusiasts there may be, for their help in fighting the indifference that is our great weakness.