

The Classical Review

FEBRUARY 1907

EDITORIAL

WITH the first number of the new series it is necessary to say a few words about the change which has been made. The *Classical Quarterly* and the *Classical Review* are to be complementary: the editors act in concert, and contributions offered for either will, if suitable, be considered for insertion in the other, unless the authors have intimated that they do not desire this. The *Quarterly* will be the place for articles which are necessarily long, elaborate, or technical, those which appeal more to the specialist in any branch; the *Review*, for papers of more general interest to scholars. Reviews and notices of books will be published as a rule in the *Review*, but occasionally, if their subject make it desirable, in the *Quarterly*. No book will be reviewed in both. In addition, the *Review* will try to meet the wants of those who regard classical studies from a practical standpoint. Educational questions will therefore be dealt with: the place of classics in national education, whether at school or university; the methods of instruction; the justification of classical work as compared with subjects which are more directed to the earning of money. The *Review* will also include articles which bear on general culture: the light which the past may throw on the present, the relations of the ancient world to the modern, in history, literature, and science, natural or philosophical.

In this way it is hoped that the *Review* may gain the attention of two large classes

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which have hitherto successfully kept outside of its influence: the schoolmaster and the man of the world. For the first class, indeed, it may become a valuable help, if he will do his part. Articles and correspondence are invited which may record experience and criticism: reasoned criticism of the existing system, whether in defence or attack; and experience of any kind, which may either suggest improvements or justify conservatism. In this regard, the work of scholars and teachers of the past may be examined, to see what it has to give us of warning or of help; and the experiments now being made in this country or elsewhere may be made known and estimated. The importance of such an attempt at the present time will hardly be denied, when we are confronted with attacks both in front and in flank upon the traditional subjects of our educational work. If we are to keep the classics in schools and universities, we must convince public opinion that they deserve to be kept, and that we are dealing with them in the right way; and the first thing necessary for this object is that we should have other than sentimental reasons for the faith that is in us. Frankness in self-criticism, and a mind open to argument, are indispensable. The *Review*, therefore, will not without question assume any hypothesis to be right, but will welcome evidence of all sorts, and sober argument in support of any hypothesis that can be defended. Only it will not admit unreasoning

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denunciation or unreasoning championship of things either old or new.

In pursuance of these aims, our readers now have before them, besides articles and reviews of the same general type as before, a paper by Freiherr von Wilamowitz-Möllendorff on the study of Greek in schools. This

has been translated and abridged, under the author's supervision, from a memorial lately drawn up by him and presented to the German Board of Education. It will be understood that this paper is given as the author's opinion, not necessarily to be accepted by our readers, and we invite their criticism of it.

ORIGINAL CONTRIBUTIONS

GREEK IN THE PUBLIC SCHOOL, WITH SUGGESTIONS FOR A NEW GREEK READER.

THE more our knowledge is widened, the more clear becomes the importance of Greece and the Greek language. Not only Europe, but the East shows their influence: even Palestine and Syria, Armenia, Arabia, India. Every branch of human thought owes its first inspiration to Greece. Theologians are at last learning that Christianity can only be understood in the light of contemporary Hellenism; as in philosophy, as in astronomy, mathematics, and geography, so in medicine and natural science, the modern spirit finds itself closely linked with the ancient.

Now the curriculum of our schools has been devised not as an introduction to Greek literature, but only to some small part of it. The choice of books depends on their aesthetic or humanistic interest, poetry standing in the front, and philosophy in the background. Everything 'unclassical,' except the New Testament, is excluded, and the work from the very beginning is done minutely as a philological exercise. Even the New Testament is read without being brought into connexion with the literature of its own time. Grammar and school books deal only with the classical speech, as on the assumption that a few certain books will be read and never another line. In Germany, the schoolboy's vision is practically confined to Homer and Sophocles: many of those men who are the essence of Greek greatness are not known so much as by name.

The fact is, our Greek studies have lost touch with the spirit of the times, and have not even kept up with the advances of scholarship. The world has lost its respect for antiquity as an ideal: but it has learnt to recognise a vital growth of culture through some fifteen hundred years, which is not only the source of our own, but in a sense its parallel; and this is all Greek, for Rome is only a province of it. True, the latest phase of this growth, and Christianity its latest offspring, came to the West through the Latin language: but as the reform of Christianity was brought about by a return to the Greek Bible, as science in all its branches has been gradually brought to independence by research in its Greek sources, so our culture can only live by intercourse with its source. Gospel Christianity cannot stand, if the knowledge of the Greek Testament be confined to professors of theology, since to understand the Greek Testament it is necessary to understand the world to which it was given. There is good reason for the hostility of positivism and materialism to the spirit of Greece. To Greek study is due the intellectual leadership of France in the sixteenth and seventeenth centuries, England in the eighteenth, and Germany in the nineteenth. But each century has sought that which suited its own needs: our schools now give the fragments of that which was suited to the needs of a hundred years ago. We can only remain true to the past,