

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

here has done. But London is too vast, too busy, too much absorbed in the daily pursuits of commercial life to be much influenced by any one University, however learned and assiduous: but that it would as a publishing centre be improved by such an influence can hardly admit of a doubt. The groves of Mars and the caves of Aeolus were the types of the Roman poet of the sort of literature which stunned and distracted the ordinary reader. I wonder what he would have said of the shilling dreadfuls which I think have blossomed forth into sixpenny, threepenny, and even penny novelettes, and which, though happily in prose, claim as works of imagination to be the multiform poems of our time. Classic culture and classic taste might render these compositions a little less noxious than they are at present, and I know not what better standard we can strive to emulate than that which this Association seeks to place before its members.

I did not have the privilege of hearing, but I have read with deep interest Mr. Mackail's address on the place of Greek and Latin in human life, and I note that he thinks 'there is much to be done in quickening the spirit and renewing the methods of Classical teaching.' There are few, if any of us, who would controvert that proposition; but we are immediately brought face to face with the question, How is that work to be done? We are agreed as to the object—we are not so clear about the means. It is an old remark that it is by mistakes we learn, and I venture to suggest that the main end will be best attained by familiarizing those whom we seek to influence with the objects of our study in such a manner as to awaken a human interest in them. When such an associated body as this is agreed in its object and when I look at the names which I see counted among its members I cannot doubt that some progress may be made in the direction which we all desire; but may I drop a hint as to the tone and temper of the discussion which such questions are likely to raise? Among many interesting things which I read in Mr. Mackail's essay there was a quotation from Lord Bowen which is, I think, most appropriate to the topic that I am endeavouring to treat with a very light hand. I mean that passage in which Lord Bowen referred to the sort of proprietary rights in Classic studies which some scholars seem to claim, and the right apparently to warn off all others from approaching that sacred ground. Only the day

before yesterday I read a letter from one whose learning and experience entitle him to be heard, conceived in a spirit, I think, of somewhat exaggerated pessimism. I do not myself think that compulsory Greek has been rendered injurious and ridiculous, and I must be allowed to doubt, notwithstanding my respect for the learning of the writer, that there is any class (I speak not, of course, of individuals) 'who deliberately omit from the course of compulsory Greek all that constitutes Scholarship or could give to Exercises a humanizing quality. All information is excluded as to who the Greeks were, their history, influence, merits, and defects.'

Now, though I still timidly suggest exaggeration here, I do not mean to say that the jealous treatment of Greek Literature in the sense that none but the very best models shall be presented to a pupil's mind has not been too rigidly insisted on; and that there might not well be a more diffused and more free intercourse with Greek writers even if not the best specimens of Attic Greek. Few books are more amusing and more amusing to a boy than Herodotus, and assembled Greece loved him though he was provincial enough in manner and dialect. What would be said of an effort to teach a man a good English style if he was never allowed to read anything but Bolingbroke or Addison? I know it will be said that in teaching you must have regard to accurate Scholarship; and no one will undervalue accurate Scholarship; but the question is not what will be ultimately reached, but what in the order of events is the best way to attain to that accuracy. Children, if they were not allowed to speak except upon strict grammatical rules, would be a long time in learning to talk their own language; and I suppose it is the experience of most people in learning a foreign language that if they confine their reading to what would be called lessons for children their progress is slow. In truth what I have quoted before is true here—by mistakes we learn—and a wider study of the Greek of a thousand years and more, I think, would excite a more real interest and create a more numerous body of students who would read Greek writers not merely for an examination but for the enjoyment derived from the reading itself. It is astonishing sometimes when one speaks to those who have left their Classics behind them, to note how narrow has been the curriculum, how sparse and scanty has been the dip into a language which nevertheless has such abundant and copious sources of

interest. How many of such students have ever opened a book of Diodorus Siculus or Dion Cassius—or in the Greek of Plutarch, and even of Plutarch either in Greek or English anything but the Lives in Langhorne's translations, or read a single word of Athenaeus except such as are found quoted by Mr. Mitchell in some of his notes to some Plays of Aristophanes which he has edited? Now consider what a man does when he is learning French—we will say, with a real desire to read and enjoy it. He seizes every book he can get hold of and every newspaper. He makes many mistakes, he misunderstands and forgets; but if he perseveres he learns where he has been mistaken and his discovered blunder becomes a fixture in his memory. I know not how it may be now, but when I was in Oxford as an undergraduate a man might have a creditable degree and never read an oration of Demosthenes or any one of the oratores Attici. I hope I shall not make any of my hearers shudder when I even advocate the perusal of the Byzantine Historians and the Greek Fathers. One result of such studies is that the appetite grows by what it feeds on, and the general knowledge thus acquired sets at defiance the coach or the crammer or whatever he is to be called who sets himself to defeat the efforts of the examiner to test real knowledge. The Greek Romancers and Satirists—especially among the latter Lucian—form almost a literature of their own; but I am at present only concerned with the suggestion that it is not only Thucydides and the Dramatists who will give facility in and taste for reading Greek.

I have referred to Greek, but it is only because the cry against Greek has been the loudest and most insistent. The narrowness of the Latin curriculum is still what one learns from those who have ceased to take any interest in Latin Literature. Horace and Virgil—Virgil and Horace. How many have read or heard of the *Quaestiones Naturales* of Seneca? and how many but for the exertions of Mr. Rowe and Mr. Justice Ridley would have read Lucan's *Pharsalia*? I think Sir Walter Scott tells a story of a Jacobite who had effected his escape from captivity while under a charge of high treason, but was recaptured when he returned to get back a copy of Livy which it had been the delight of his life to read and which he had left behind. I fear there are not many now who would risk their life for a copy of Livy, and Sir Walter expresses his grief that his hero's

Classic tastes were not found a sufficient justification for high treason. I do not deny that what I have suggested might seem to make too little of the accurate scholarship which it has been the glory of the English Universities to attain to; but, as I have already said, it is only the order of events upon which I am insisting. Let a man learn to read Greek or Latin with facility and it will soon be with enjoyment, and if with enjoyment then with gradually advancing accuracy. All I say is, that if you wish for complete accuracy at first and teach the *nuances* of Greek Grammar before the pupil knows anything of the language, you run the risk of doing what I saw a gentleman, when discussing this subject, said had happened to himself—that he had hated Greek for the rest of his life; and after all we are not dealing with those who are to become Bentleys or Porsons, with a Professor Jebb or a Professor Butcher, but with people who, short of that standard of learning, may take a real and lively interest in Classic Literature and hand over the lamp to others in their turn.

One other topic which I would approach in the same spirit of suggestion rather than of dogmatic assertion; and I would like to make the suggestion by way of parallel. Every one recognizes that if you are reading a novel the connexion of the events that the narrator suggests and the gradual development of the story create and sustain the interest of the reader; but if you dislocate and disfigure the relation of the events to each other you deprive the narrative of its chief attraction. Let me take an illustration. Suppose you are teaching the boy to read Cicero's Second Philippic—that which Juvenal described as of divine fame: the interest of the events between the murder of Caesar and Cicero's own murder by Antony is what lends to that oration its deep and even thrilling interest, and without what I will call the context of that comparatively short interval, the life of Cicero—the intrigues of Antony; Cicero's First Philippic, a tentative and even timid remonstrance against Antony—Antony's ferocious attack—and then Cicero's Second Philippic, which sealed Cicero's doom—present a picture of political intrigue and of violent conflict which a boy would be dull indeed if, when presented to him in this form, he did not learn to read with avidity and interest. And as part of what I have called the context, Cicero's Letters edited by Mr. Albert Watson, formerly Principal of Brasenose College, Oxford,

would supply materials for developing the story. I give this only as an illustration—many more might be adduced; but I cannot forbear from adding that Mr. Watson's book and the latest account published, I think, only last year of the state of Rome between Caesar and Nero might be indeed an answer to the supposed decay of Scholar-

ship among us. But I have said enough in the way of hint and suggestion—I do not profess to do more—and I will only conclude with what Horace has said:

*Si quid novisti rectius istis,
Candidus imperti; si non, his utere mecum.*

LATIN ORTHOGRAPHY: AN APPEAL TO SCHOLARS.

THE present marked divergencies of spelling in dictionaries and texts create a needless and very real difficulty to learners of Latin at all the early stages, and the undersigned, having been appointed by the Classical Association of England and Wales a Committee for the purpose of considering the spelling and printing of Latin texts for school and college use, are anxious to have the co-operation of all Latin scholars who are interested in the subject.

Their task, so far as the spelling of Latin words is concerned falls into two sections: to set forth, so far as known, the correct or preferable spellings in cases where there has been doubt or dispute, and to recommend these, where advisable, for general adoption in school and college texts.

In the absence of systematic works upon Latin orthography of a recent date investigators have to fall back upon separate articles and notes upon particular points in classical journals and commentaries which from the nature of the case may be easily overlooked. In addition to these sources which the Committee desire to utilise to the fullest possible extent, they believe that there must be a good deal of unpublished information which its possessors would be glad to see made available for the general good and which they are accordingly invited kindly to communicate to the Committee.

The Committee have drawn up a list of particular words exclusive of proper names which will be dealt with hereafter, the classical spelling of which seems to them to be still insufficiently determined. This list, which is printed below, contains in general only such words as do not fall under some general division of Latin orthography, for instance the assimilation or non-assimilation of prefixes in composition. And the Committee would be very grateful to any scholar who will supply them with information respecting any of the words included therein.

This information may embrace anything that falls under the following heads: (1) the spelling of the word in *good* inscriptions belonging to the classical period, (2) the spelling in good manuscripts of classical authors who use the word, (3) references to periodicals, programmes, dissertations and commentaries where the spelling of the word is treated of.

In a matter of this kind it is necessary to fix upon some epoch as a starting point, and the Committee have selected as the most convenient one for this purpose the epoch of Quintilian, in so far as the spellings of that epoch can be ascertained.

They propose, at present, to exclude from consideration the spelling of all writers later than the second century A.D. or earlier than the first century B.C. Within these limits they propose to take account of all well attested variations.

Communications relating to the words in the list or to the general subject may be addressed to Professor J. P. POSTGATE, 54 Bateman Street, Cambridge.

FIRST LIST OF LATIN WORDS OF DOUBTFUL ORTHOGRAPHY.

From this list are omitted words, the classical spelling of which is admittedly fluctuating, and words in which an alternative, though current, spelling is known to be without good authority.

Words which may be found to have been improperly omitted will be added in a supplementary list.

absinthus	bracchium
absis	bybliopola, bybliotheca
acnua	
baccar	caeremonia
balsena	caudex
ballista	caulis
	clipeus