

# The Classical Review

MAY—JUNE, 1921

## EDITORIAL NOTES AND NEWS

WE are delighted to hear from a correspondent of a revival of the humanities in Norway. Dr. Gunnar Rudberg, writing in the *Pedagogisk Tidsskrift*, 1920, tells us that Latin had, so long ago as 1896, practically disappeared from Norwegian education, and Greek had been completely abandoned. A recent agitation for their revival, supported by Universities, clergymen, teachers, and pupils, found a leader in Professor Raeder, Rector of the Christiania Cathedral School. He proposed at first simply a course of Latin, to be combined with French, for gymnasia. Subsequently the proposal developed into a demand for a three year Latin course of 22 hours a week, with Greek added for 6 to 7 hours a week in the last two years. The influential Teachers' Council, which at first ignored the demand, was convinced by the reformers, and took up the cause. The Education Department, which appears to be not unlike such bodies elsewhere, at first resisted the demand for Greek, on the specious ground that it is best to concentrate on one ancient language. But the enthusiasts triumphed in the end, and the Storting carried the scheme without debate. The first arts examination under the new conditions will be held in 1923. Greek is optional, but is actually beginning in four cathedral schools and one gymnasium. We congratulate Rector Raeder and wish the new movement success.

\* \* \*

Professor Harrower sends us from Aberdeen an address, delivered last spring, on 'A New Greek Graduation Course,' which contains many witty

NO. CCLXXXI. VOL. XXXV.

contributions to the general problem of the fight for Classics. The fight is necessary in Scotland. In the Ordinary Graduation Classes of all four Universities only 118 students were taking Greek last year. Professor Harrower thinks that the dwindling number of candidates is partly due to the 'repulsive character' of the entrance test for admission to the classes. But he rightly holds that to lower the standard for linguistic students would be fatal. Grammar, so long as it is taught and used as 'a labour-saving device,' not as an end in itself, is necessary. The ungrammatical scholar is, in fact, a charlatan. Nevertheless, there is a place in every University for a course on Greek life and thought, studied by means of translations. Professor Harrower's scheme includes Greek history, and above all Thucydides, Greek sculpture, and a course of literature in English versions. That such a course should be one of the recognised subjects qualifying for the degree of *M.A.* in the Department of Law and History is a notable achievement.

\* \* \*

The Memorial to the late Dr. R. M. Burrows at King's College, London, is to take the form of a prize or scholarship for Greek. Subscriptions may be sent to Prof. H. G. Atkins at the College.

\* \* \*

Mr. Norman H. Baynes sends us the following account of the work done in his Ancient History Circle in London:

When in 1913 I was appointed Lecturer in Ancient History in the Evening School of

D

History at University College, London, my work was to give weekly lectures on the history of Greece and Rome down to the reign of Constantine; the lectures were delivered at 6.0 p.m. and were followed by a class. The year's course could be taken independently, or could form the first year of a four years' course for a Diploma in History. Most of the students were L.C.C. teachers in Elementary Schools. In these conditions with a large audience (sixty or more) it was difficult for student and lecturer to come into personal contact, or for the students to get to know each other. The solution seemed to be that we should meet informally outside the lecture-room. In a University Extension Course, where the lecturer only visits the town to deliver his lecture, this might be impossible: where the lectures are delivered in a University, it is simple. We first met for tea in University College, and the meeting was a success; then, in March, 1914, we arranged a Saturday afternoon visit to the British Museum, when Prof. Ernest Gardner acted as our guide, and on leaving the Museum we took possession of a dairy in Bloomsbury, and then and there decided to form ourselves into an organisation which might help us to know each other and might widen our interest in Ancient History. Thus the Ancient History Circle came into being, its membership open to all students (including Extension students) and members of the teaching staff of the University. A Student Committee was elected, and from the students Mr. J. E. Bishop was chosen as General Secretary and Treasurer. To his energy and ability our success is primarily due. I have acted as Organising Secretary. The activities of the Circle were continued throughout the war. Many scholars helped us by

lecturing to the Circle: Prof. Haverfield on Roman Towns under the Empire, Principal Burrows on Minoan Crete, Dr. Leaf on the Troad, Prof. Bury on Greek Thought after Alexander, Prof. Butler on Roman Education and on Apuleius, Mr. G. F. Hill on An Ancient Sea-Port (Gaza), Mr. Matheson on Epictetus, Mr. Cary on The Conspiracy of Catiline, Mr. H. I. Bell on Papyri, and Mr. Sheppard on Greek Religion, on the *Oedipus Tyrannus*, and on the *Agamemnon*. The activities of the Circle have taken many forms: debates on ancient history subjects, 'Symposia' (short papers written by students), the reading of Greek plays in an English translation, social meetings at the beginning of the session, informal dinners (at one of which, in conjunction with the Historical Society, we entertained Professor Stanojević of Belgrade), while every year's programme has included whole-day walks (on Saturdays) in the country: these have proved invaluable. This spring the energy of Miss R. M. Hill, of Holloway College, resulted in the production by the Circle of the *Hippolytus* (in Gilbert Murray's translation).

The advantages of this experiment have been: (i.) The lecturer has been enabled to become intimately acquainted with his students, (ii.) students have formed friendships and have in consequence co-operated in their work, (iii.) the interest of past students has been maintained when the course of lectures has come to an end and, further, (iv.) students are not restricted to that view of history which happens to be presented by their lecturer, while they have an opportunity of hearing and seeing in the flesh the scholars whose books they read, so that those books acquire for them a new and living significance.

*THE CLASSICAL ASSOCIATION will meet at Cambridge, August 2 to 6. Invitations have been sent to Transatlantic scholars through the American Philological Association. Accommodation at fixed charges can be obtained for men in men's Colleges, and for women in women's, by application to Mr. G. Grant Morris, of Corpus Christi College, Cambridge.*

### CHARLES BAUDELAIRE.

ἀγκυραν, ναύκληρε Χάρων, χάλα· αἰρόμεθ' ἤδη  
 γῆθεν ἀσηθέντες λαίφεισιν ἀκροτάτοις.  
 κύμα μὲν ἤδὲ νέφος μέλαν ἤτε πίσσα φερέσθω,  
 πλῆρεα δ' ἡμετέραν ὄ' ἴσθι φάει κραδίην.  
 ἐγγχεε δαφυλίως Ἑγυίης φάρμακα λυγρά·  
 ἱμείρω—φλεγέθει πῦρ τόσον ἀμφὶ φρεσὶ—  
 Τάρταρος εἶτε μένει μακάρων μέ τις θρμος, ἀδελῶν  
 πρηνῆς ἰέμενος ῥοῦν κατά κἀναβιούν.

HUGO JOHNSON.

TIME'S up, old shipmate Death! The anchor  
 lift—

The country bores us. Up! Full canvas  
 dight.

Tho' seas and clouds as black as ink may drift,  
 Our hearts, thou knowest well, are full of  
 light.

Fill high thy poison'd cup; 'twill brace us well.  
 We would—such fire burns fierce within our  
 brain—

Plunge down a gulf—be Heaven our port or  
 Hell—

Plunge down the unknown gulf, to live again.

LEONARD COURTNEY.