

The Classical Review

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EDITORIAL NOTES AND NEWS

'IN an address at New York City, February 21, 1923, Sir Frederick Kenyon made an appeal for closer co-operation between the classical scholars of Great Britain and America, suggesting as the most obvious means of co-operation that American scholars join the British Classical Association and *vice versa*. We cordially second that suggestion; and about eighty of our number have already joined your Classical Association. We have not yet had the pleasure of enrolling any of our *confrères* from the other side; and we feel sure that you will be interested in making the co-operation mutual.'

We quote from a letter addressed to members of the British Classical Association by Clarence P. Bill, Esq., Adelbert College, Cleveland, Ohio, U.S.A., in November, 1924. The British Classical Association is faced with a debt of honour, and this friendly challenge to a return match must be accepted. We hope that the British team will make up in numbers what they have lost in initiative. Remittances (50 dollars for life membership, 5 dollars annually) may be sent to Mr. Bill.

Readers will have observed that *The Classical Review* continues to increase. The Classical Journals Board have asked us to announce that the 220 pages of 1924 will be repeated in 1925.

E. A. S. writes:

'The "Classical Investigation," recently conducted with characteristic American thorough-

ness by the Advisory Committee of the American Classical League, has issued in the publication of Part I. of an elaborate report, which deserves the closest attention of all who are interested in classical studies. It is encouraging to find that the number of pupils taking Latin in secondary schools is not only much larger than is commonly supposed, but was also a little larger than the total number of those taking all other foreign languages in 1923-24. The enrolment in Greek, on the other hand, is very small; but it shows some signs of increase. Even more valuable than these statistics is the discussion of the ultimate aims or "objectives" of the study of secondary Latin, the content of the course, and the best methods of teaching the subject. Stress is laid upon the importance of learning to read Latin, and to use it orally, without translating it; but the "Direct Method" is not recommended for general use (p. 234 f.). The essential thing is to use a suitable Reader, containing an interesting story (p. 183), as the basis of the study of grammar and the comprehension of "Latin as Latin." Modern locutions, such as *pocula pomeridiana* for "afternoon tea," *tempus luciservans* "daylight saving time," *fabula motoria* "movies," and similar expressions used by Public Orators at Universities and in the Epilogues to Westminster Plays, are defended on the ground that "living directness is better than inanimate precision" (p. 192); flat barbarisms are, of course, to be avoided, but Latin need not be Ciceronian to be correct. The co-operation of English teachers should be secured, so as to get the best results from the teaching of Latin; and "Latin teachers should take the initiative in promoting the adoption and use of a uniform grammatical terminology in all the language classes of their own schools" (p. 227). Simple summaries of the principal syntactical features which are common to all the school languages should be provided. This is recommended by 77 per cent. of the teachers who were consulted. "Syntactical ideas are universal, and when once recognised as such present a tangible demonstration of the ultimate solidarity of the human race. . . . Every identification of Latin and English grammatical principles furnishes a fresh object-lesson in the historical development of the Indo-European peoples."