

increase as you get older. I can prophesy confidently, you will never forget Mr. Mayer.'

In truth this extraordinary character had indeed rendered me a service, and I could not disguise my satisfaction.

'I must leave you,' he exclaimed suddenly. 'You are pleased with me; that is all I want. I have to perform an operation on Colonel V. He is waiting for me.'

It would have been very selfish of me to keep the Colonel waiting.

Mr. Mayer, who had not removed his hat, touched it with his right hand, and, pointing to the eyeglasses left on the corner of the table, concluded in an absent-minded way:—

'That will only be forty francs.'

'What! Never!' I replied, recovering my lost energy. 'That is twice too much.'

'What do you mean?' Mr. Mayer replied. 'I know better than you do

how much those glasses cost me, as I have to make them. I alone, do you understand? I thought you would have been incapable of arguing about such trivial matters, after I have rendered you one of those services—'

He did not finish his sentence. He was obviously pained at my meanness, and his mercy was sparing me. I was getting ashamed of my protest. He made a gesture of wounded benevolence and said in a low voice:—

'Make haste, give me thirty francs, and I go.'

Ever since that day I have become long-sighted.

Shall I add that, happening one day to break one of Mr. Mayer's glasses, I had it very adequately replaced for the sum of two francs.

O Semites! whom people insist on abusing, is there an Aryan who can match you?

## THE CLASSICS IN ENGLAND AND AMERICA<sup>1</sup>

BY SIR FREDERIC G. KENYON

[WITH the opening of our schools and colleges, the perennial problem of the classics presents itself. The following abridged résumé of their present status in the United States and Great Britain is by one of the most competent authorities on this subject.

TWENTY years ago, or even less, an article on the position of classical studies would almost inevitably have taken the form of a comparison, controversial in character, of the rival claims of classics, science, and modern

subjects to a place in the curriculum of schools and universities. It is a significant and most satisfactory feature of recent developments that such a controversial treatment of the subject is no longer necessary. The contest between science and the classics is, it may be hoped, as dead as the contest between science and theology. No reasonable person in either camp doubts that both are essential elements in our civilization, that room must be found for both, and that boys and girls who have an aptitude for either must be given opportunities to develop in accordance with their abilities. Some of the warmest

<sup>1</sup> From the *Quarterly Review* (London Conservative quarterly), July.

advocates of a classical education are themselves distinguished men of science; and classical scholars have been among the foremost to advocate an ample provision for science in the intellectual programme of all students.

Few will doubt that the change is salutary, though some of the protagonists in the struggle of the past generation may regret that there is no longer occasion for their swashing blow. Gibes at 'unlettered scientists' and 'gerund-grinding pedants' may lie down together in an unhonored grave. Education is too serious a matter to allow of the waste of energy involved in such a controversy. Each has come to perceive that its own cause is at stake in the fortunes of the other, and that the real danger is lest all education should be degraded into a vocational materialism. The humanist murmurs, '*Jam proximus ardet Ucalegon*'; the scientist diagnoses danger in the increase of temperature among the combustible materials of his neighbor's house; and both combine to form a volunteer fire-brigade.

One cause is to be found in the war. The most hardened classicist could not deny that the country would have been lost without the application of science; the most devoted scientist could not deny that the teachings of history and literature had much to do with the maintenance of that morale which was the most vital element in the whole struggle. Both are agreed that education must be alike scientific and humane, that we want more science and more humanity.

Another cause is the disappearance of the privileged position formerly held by Latin and Greek. When science had to fight for its place in the sun, there was a natural tendency to hit every head that it could see; and pathetic pictures were drawn of the hard fate of bright youths, unblessed with lin-

guistic aptitudes, compelled to waste their powers in the study of the exceptions of Wordsworth's Greek Grammar, and in learning 'cribs' by heart — a remarkable feat of memory, as it has always seemed to the present writer — in order to meet the requirements of Smalls.

The abolition of 'compulsory Greek' at Oxford and Cambridge has altered all this. The boot is now on the other leg. It is science now that is often compulsory, never Greek; but in the main it may be said that all that is compulsory is an elementary acquaintance with both science and the humanities, and that each boy and girl is far more free than heretofore to develop along the lines for which he or she has the greatest aptitude.

That, at any rate, is the end toward which all educational theorists are driving, and with reference to which all educational developments must be judged. Not all the implications of this change have, however, yet been generally grasped. So long as Latin and Greek were protected by their wall of privilege at Oxford and Cambridge, educational authorities were naturally preoccupied for the most part with securing the position of science and modern subjects. They have not yet fully realized that with the disappearance of that wall it is now their duty to see that the classics have their fair chance.

If it is admitted — and it is admitted, most fully and unreservedly, by the foremost representatives of science — that the classics are a most valuable and vital element in the civilization of our country, it becomes the duty of those who are responsible for our national education to see that such assistance and encouragement are given to them as will secure them, not merely a bare existence, but such a share in the entire scheme of things as their im-

portance for our national well-being demands.

It is therefore relevant — and not merely relevant, but necessary — to take stock of the present position of the classics in education, to see how they stand in our schools and universities to-day, and what, if any, are the principal dangers that threaten them. Here is a valuable possession which it behooves us to safeguard — not to the detriment of other valuable elements, but lest we should unawares suffer a loss which would leave the whole of our civilization poorer, and lower us in the scale of cultivated humanity.

An opportune contribution to this examination comes to us from America. For some years past a strong Committee in the United States has been engaged in an inquiry, by the most objective methods available, into the present position of the classics of that country — their educational value, their present standing in schools and universities, and the methods by which they are actually taught or should be taught. On our own side of the Atlantic we have recently had the exhaustive report of the Prime Minister's Committee on 'The Classics in Education,' besides much nonofficial literature. The materials are therefore available, and the object of the present article is to summarize their results, and to bring them to the notice of the non-professional reader.

And first let us pay the tribute that is due to our American friends. The Committee engaged on the investigation referred to was appointed by the American Classical League, and has been financed since 1921 by the General Education Board; but the moving spirit at the back of the whole enterprise has been Dr. Andrew F. West, Dean of the Graduate College of Princeton University. All lovers of the classics owe a deep debt of gratitude to

Dean West. After a lifetime of strenuous service and scholarship, which has its fitting monument in the really beautiful buildings of the Graduate College, he has devoted the last ten years to an intensive campaign of propaganda, in the best sense of the term, on behalf of the classics.

The first-fruits of his campaign appeared in a volume entitled *The Value of the Classics*, which was published in 1917. This contained eighteen addresses and about 280 statements from individuals and societies, mainly American, though with a few additions from England and France, covering all the principal branches of life. The volume concludes with some pages of statistics, indicating not only the number of students of classics in educational establishments, but also their comparative records of progress as tested by various standards; these latter tending to show that in nonclassical subjects candidates with a classical training show a marked superiority over those who lack it.

Statistical investigation as applied to educational processes has, no doubt, a much greater place in America than in our own country. English teachers are inclined to look askance at mechanical tests of intellectual achievement, and to be guided rather by general impressions than by tables of figures. It may be admitted also that such tests when confined to a limited area, such as a single school, are not very reliable. But it does not follow that they are not reliable when the field of investigation is widened. The strength of the American investigation lies in the width of the field that it covers. Averages and results derived from over a thousand schools, covering all the area between the Atlantic and the Pacific, cannot be ignored; and this inquiry demands the respectful consideration of all impartial students of education.

The first conclusions, as to which no controversy can arise, are those that give the actual statistics with regard to classical education in America.

The total enrollment in Latin in the secondary schools of the country for the year 1923-24 is estimated by the United States Bureau of Education at 940,000, slightly in excess of the combined enrollment in all other foreign languages. It is approximately 27½ per cent of the total enrollment of pupils in all secondary schools, including the seventh and eighth grades of junior high schools, or 30 per cent if these grades are not included. The enrollment in Greek is only about 11,000, but shows some signs of increase. . . . About 83 per cent of the 20,500 secondary schools of the country offer instruction in one or more foreign languages. Of this number, 94 per cent offer Latin, a slightly larger percentage than in the case of all other foreign languages combined. . . .

The Latin enrollment in the colleges in the country in 1923-24 was approximately 40,000, and the Greek enrollment about 16,000. . . . Thirty-nine of the forty-eight State superintendents of public instruction state that their attitude toward Latin is sympathetic or distinctly friendly. Seven express themselves as neutral, and two as unsympathetic or distinctly unfriendly. As regards Greek, eight are sympathetic or distinctly friendly, twenty-four are neutral, and sixteen are unsympathetic or distinctly unfriendly.

So much with regard to the actual numbers of students of the classics in the schools and colleges of America. It may be added that, of every hundred pupils studying Latin in the first year of their four-year course at a secondary school, 69 study it for two years, 31 for three years, and 14 for four years; and of these 14 scarcely 5 may be expected to continue it at college. The next section of the report undertakes an examination of the aims or 'objectives' in the teaching of Latin at the secondary stage.

The results are too long to summarize, but it is interesting to note the answers given by the graduates who were asked to indicate the results from the study of Latin which they believed to have been most valuable in their own experience. The seven values receiving the highest number of votes were: (1) the understanding and use of English words derived from Latin; (2) the understanding of English grammar and language-structure in general; (3) the understanding of Latin words, quotations, and so on, occurring in English; (4) the development of an historical perspective and a general cultural background; (5) assistance in learning other foreign languages; (6) general discipline resulting from the cultivation of habits of accuracy, thoroughness, orderly procedure, perseverance, and achievement; (7) the understanding and use of Latin technical terms, and terms derived from Latin, employed in the professions and vocations. Of these it may be observed that only Numbers 4 and 6 can be regarded as ultimate aims, valuable in themselves, the others being subsidiary and ancillary to further objects.

A long section follows on the content of the Latin course at secondary schools. The existing curricula are analyzed, criticisms are invited from teachers, and a syllabus is drawn up which is recommended for adoption. The defects found in the existing system are summarized as follows: 'Congestion arising from introduction into the course of too many formal elements, especially during the first year; too early introduction of the first classical author to be read; failure to include in the course abundant easy reading material for the purpose of developing early the pupil's ability to read Latin as Latin; prescription of too large an amount of classical Latin to be read intensively; lack of sufficient variety in the choice of reading material; and fail-

ure to give adequate emphasis to attainment of the ultimate objectives.'

It is observable that the supply of easy reading material, which is particularly desiderated, is said to be much better met by English publishers, and much more extensively used in English schools, than is at present the case in America. In this connection it is instructive to notice, perhaps as an example of the tendency of the human mind to criticize whatever it has got, that at the recent meeting of the Classical Association at Bangor more than one speaker criticized adversely the use of what was described as 'predigested' food, which pupils were said to regard as fraudulent and unreal; but the Prime Minister's Committee recommended the postponement of the first classical author to the third year, and the use of 'made' material in the earlier stages.

The general recommendations include the following:—

1. That the formal study of the elements of language during the first year be reduced by the postponement of many forms and principles until later in the course. . . .

2. That the vocabulary, forms, and principles of syntax to be learned in each successive year of the course be selected in such a way as to provide conditions most favorable for developing progressive power to read and understand Latin, and for attaining the ultimate objectives which teachers regard as valid for their pupils.

3. That not less than 80 pages of easy, well-graduated, and attractive Latin reading material be introduced into the course, beginning at the earliest possible point and continuing at least through the third semester.

Specific recommendations as to books to be read, and as to the method of studying grammar, are added at considerable length; and it is interesting to note the statement that 'the results secured in the four-year English schools, from 36 of which statistics appear to have been obtained, show that a

grade of scholarship much higher than is commonly attained in the schools of our country can be secured on the basis of a considerably smaller amount of intensive reading of the classical authors.'

Recommendations follow with regard to methods of teaching, which are of more interest to the professional teacher than to the general reader. With reference to these, as to so much else in educational theory, one is at times tempted to murmur to oneself:—

For forms of government let fools contest;  
Whate'er is best administered is best.

The final chapter reverts to and extends that comparison of the records of classical and nonclassical pupils which was noted as a feature of Dean West's earlier book. We give the conclusions of the American investigation without prejudice.

Latin students not only do better than the non-Latin students in all subjects outside of Latin and Greek, but also, with a single exception, the records in all these nonclassical subjects go higher as the amount of Latin studied is greater. The margin of superiority of the Latin group of students as a whole is about 13 per cent. Several methods of attempting to ascertain the difference in initial ability between Latin and non-Latin college preparatory pupils also seem to show that *only about one-tenth of the 13 per cent superiority of the Latin students at the end of the secondary course is to be attributed to this factor, and that nine-tenths of the superiority is due to something gained from the study of Latin itself.*

The italics are ours. Tables and statistics are given in support of these conclusions.

We should like to emphasize the sober and objective tone which characterizes the whole of this investigation. Defects are not blinked or minimized. Faults are admitted to exist, which call for strong and prompt remedies. Of these the chief are the

congestion of the course and the inadequacy of the training of teachers. The demand for better-trained Latin teachers is said to be increasing rapidly, and the supply is said to be so inadequate as to warrant deep anxiety. In particular, emphasis is laid on the importance of a knowledge of Greek on the part of teachers of Latin, and it is urged that full provision to secure this result should be made as soon as possible.

The present position of Greek in America is far less satisfactory than that of Latin; yet the results in Greek are demonstrably and notably better than in any other subject in the secondary-school course. At present Greek is not given a fair chance. A claim is made which has often been made in this country, and which cannot be too often or too emphatically repeated: 'We are not asking that pupils in our schools be compelled to study Greek, but we do ask that all who are fit for the study shall have the unhindered and really encouraging chance to take it.' And this claim is not urged with any derogation from the importance of English and other modern languages. On the contrary, the importance of the combination of English, Latin, and Greek is strongly emphasized, as well as the combined teaching of classical and modern foreign languages. 'The more the spirit of coöperation spreads among the teachers of all these languages, the more surely may we expect richer results in each language taught.' And so say all of us.

When we turn to our own country, we cannot at this moment produce comparable statistics. In estimating the present position of classical studies in Great Britain we are therefore dependent in the main on general impressions, and on the evidence of those who are concerned in them. In these impressions there are both good features and bad. On the good side is cer-

tainly to be reckoned a very marked revival of general interest in the classics. The abolition of compulsion at Oxford and Cambridge has removed one great ground of offense, and has at the same time roused the activities of the advocates of the humanities. The number of these is by no means restricted to the professional students of Latin and Greek. Statesmen, lawyers, men of science, leaders of commerce and industry, in this country as in America, have testified to the value of the classics, both as an element in intellectual and spiritual culture, and as a foundation for every kind of career. At the same time a great effort has been made to bring home to the mind of all thinking persons the living value of these studies as an element in modern life, and the irreparable loss to our civilization which would follow if they ceased to hold an important place in our educational system.

This effort has taken the form, either of directly propagandist literature, such as the papers and addresses issued by the Classical Association, or of books intended to explain the part played, in the present as well as in the past, by classical literature in our own civilization, or, thirdly, of translations and interpretations of classical works, which may make their content known to those who have little or no mastery of the ancient languages. Books such as *The Legacy of Greece* and *The Legacy of Rome* are really admirable statements, by some of the foremost scholars of the day, of the character and living value of the two great literatures on which our own civilization is so largely founded; and with them may be coupled such works as *Our Hellenic Heritage*, by H. R. James; *The Greek Commonwealth*, by A. E. Zimmern; *The Greek Genius*, by R. W. Livingstone; *Latin Literature*, by J. W. Mackail; and the volumes contained in such series as *The World's*

*Manuals*, published in this country, and *Our Debt to Greece and Rome*, published in America.

Among translations one is bound especially to mention Professor Gilbert Murray's versions of Euripides, which have made him once again a living poet with an appeal to modern readers, and the volumes of the 'Loeb Library,' which, with their parallel pages of original and translation, both assist the moderately well-equipped scholar to keep up his classics, and enable those who retain little or nothing of their Greek and Latin to read the great works of classical literature in translations, with just so much reference to the originals as comes within their powers.

Together with all this literary activity has gone a marked revival in the teaching of the classics. Not only Latin, but Greek also, is in a healthier condition now than it has been for a long time past. Teachers have set themselves to reform their methods, and have realized that their aim must be to convince their pupils that Greek and Latin are living literatures, valuable not merely historically, not merely because they are essential for the full appreciation of our own literature, but also because on many subjects and in many respects they embody the best thought, expressed in the best form, that the human mind has yet achieved.

As the result of all this effort, there is now a very general recognition of the intellectual value of classical studies, not merely for the specialist, but as an indispensable element in our general civilization. Moreover, this conviction is not confined to the classes which once held the knowledge of the classics to be their social hallmark. There is no more encouraging feature in the intellectual development of our country than the growing recognition on the part of the working classes that Greek and Latin hold treasures by which they can profit,

and into the possession of which they claim the right of entry.

It is here that we touch on the less satisfactory side of the present position of classical studies in this country. If the Greek and Latin languages and literatures contain qualities which need to be generally diffused in our civilization, they ought to be placed within the reach of all those who are capable of profiting by them. A small amount of study of natural science or of modern languages yields more obvious fruits than a small amount of study of Greek or Latin. A moderate knowledge of science may enable a boy to mend a motor-car, put the electric bells in order, or set up a wireless apparatus; a moderate knowledge of French or German may make a tour on the Continent agreeable. Both also have quite real and evident applications to trade and commerce. Both have, in short, more definite vocational utility. Hence they make a more immediate appeal both to the average parent and to the average pupil; and this although the true man of science and the true modern-language scholar fully realize that these are not the grounds on which their subjects can claim a place with the classics in the cultural equipment of a nation.

It is wholly to be desired that the demand for trained scientific experts in industry, which was greatly stimulated by the war, should continue, and that the requisite supply should be forthcoming from our schools and universities. It is also entirely desirable that history and political science should be studied, both extensively and intensively, in the interests of the political development of the nation, and that the full cultural value should be extracted from modern languages and literatures; while a better knowledge of our own language and literature should be demanded from *all* students. Conse-

quently the demands on the hours available in the school curriculum are very great; boys and girls with a bent for these other subjects are rightly encouraged to pursue them; and there is great difficulty in finding time for giving the average student a useful knowledge of the classical languages, and the number of those who will make them their principal subject is much reduced. It follows that in small schools there may not be enough students of the classics, and especially of Greek, to justify the engagement of the necessary staff to teach them.

It cannot be too often repeated that advocacy of the classics involves no indifference to the claims of other subjects. The civilization of the country requires a full admixture of all the great activities of the human mind, among which pure literature, science, history, philosophy, mathematics, fine art, and music rank the highest. For the full development of most of these, a knowledge of Greek and Latin — not merely confined to specialists, but diffused among a sufficient portion of the population to leaven the whole lump — is essential, partly because they are the root of all these branches of intellectual activity, partly because they are so closely intertwined with our literary, artistic, and spiritual development that our literature, art, and philosophy cannot be fully understood without them, and partly because they actually enshrine much of the highest product of the human mind.

It is no valid objection to say that only a small minority of students attain to a full appreciation and command of these literatures. It is equally true to say that only a small minority of the

students of science attain to a full appreciation and command of their subject. A Rutherford or a Bragg is as rare as a Jebb or a Henry Butcher. There are very many who can attain to lower standards of appreciation, some of whom can interpret and pass on to others the lessons and the inspiration which they have received from the leaders, others who can receive what is thus passed on and can incorporate it in their own lives, and so make it part of the general life of the nation. If only the chance is given, there are quite enough boys and girls who can learn the lessons that Greek and Latin literature have to teach them, and can thus enrich our English culture with the peculiar qualities which are nowhere found more abundantly than in them.

The value of any element in education lies in its richness in ideas by which it strengthens and enlarges the mind. Science has such ideas in plenty, and history, and modern languages; but none of these subjects has them more richly than the classics. Their strength lies just in this width of range. They include much of the greatest poetry, philosophy, history, criticism, that the world has produced, and Greek in particular is the supreme embodiment of the true spirit of science, the resolve to question all things and see them as they really are. Hence it is no wonder that leaders of thought and action in every department of life have testified to their debt to the classics, that thousands of those who make no contribution to classical journals owe to them some of their keenest spiritual joys, and that millions benefit unconsciously by the influence which flows from this source.

# WHAT THE ORIENTAL ARTIST SEES<sup>1</sup>

BY FREDERICK W. GOOKIN

[THIS article, by one of the first Occidental authorities upon Oriental art, is the substance of a paper read before the Asiatic Society of Japan.]

At an exhibition in an American museum of paintings by some of the Chinese masters of the Sung dynasty I heard a woman of more than ordinary intelligence and cultivation say of a wonderful picture by Ma Yuan: 'After all, it is only a sort of sublimated tea-tray landscape.'

The mental attitude reflected by this slighting remark is not uncommon. It is found quite often among our Western artists. More than once have painters of landscape subjects said to me while looking at color prints by Hiroshige that are almost Western in their realism: 'I suppose they are very fine, but I cannot understand them.'

The reason for this outlook is not far to seek. It is based upon little that is more substantial than pure empiricism, and in large measure finds its justification in the misconception that no painting can have much merit as a work of art unless it is a faithful portrayal of all of the outward aspects of the subject-matter that our eyes can perceive. Those who hold this view of works of graphic art seldom see that it is incongruous when at the same time such things as tapestries, lace, brocades, embroideries, and the highly conventionalized grand opera are accepted with-

out question as meritorious works of art. Accustomed things are taken for granted. For what degree of merit any that are strange may possess, no well-grounded criterion has been formed.

From a good composition nothing can be taken away and leave it equally good or better. Be it ever so little, redundancy is always and inevitably a fault. Overcrowding means lack of repose, and is therefore inharmonic. Art is in large measure a matter of sacrifice and emphasis, of leaving out some things to make others more prominent. And while simplicity is not an essential quality in works of art, the simpler they are the more clearly do all their qualities, their merits and their defects, stand forth.

Nowhere else are these essential qualities exemplified more strikingly than in the paintings by the old masters of China and Japan. This gives their best works such distinction that, in my opinion at least, many of them must be ranked among the finest paintings that have ever been produced. This is high praise, but I am far from being alone in deeming it praise to which they are justly entitled.

The feeling for harmonic relation that glorifies the paintings these great men gave to the world found expression also in the works of many of the lesser artists who were their contemporaries or successors, and in the works of other artists who were not painters, as for instance the architects of the fine old temples and the designers of gardens that are unmatched by few if any others, anywhere.

<sup>1</sup> From the *Japan Advertiser* (Tokyo American daily), July 12