

OBITUARY.

DR. KENNEDY.

II.

'THE Honour Boards of Shrewsbury School, 1806-1882' (Shrewsbury, Adnitt and Naunton, 1882), are the most eloquent testimony to the three successive headmasters who for now nearly a century have ruled the school of Sir Philip Sidney.

Dr. Butler's most eminent pupils were (1) at Cambridge, Thomas Smart Hughes, Robert Wilson Evans, Marmaduke Lawson, Edward Baines, John Price ('Old Price'), John Hodgson, F. E. Gretton, the Hildyards and Kennedys; Charles Whitley senior wrangler; R. Shilleto who was Kennedy's private pupil; C. R. Darwin, E. Warter, G. F. Harris, John Cooper, G. H. Marsh, W. H. Bateson, W. G. Humphry, A. J. Ellis the philologist, G. A. C. May, Henry Thompson, F. A. Paley, T. S. Evans, A. M. Hopper, Francis France, H. A. Marsh; (2) at Oxford, George H. Johnson, Edward Massie (who seems to have been the first to turn into Latin elegiacs the famous gas circular), Charles Borrett, John Thomas, P. S. Payne, Robert Scott the lexicographer, Thomas Brancker, (elected Ireland University Scholar while a sixth form boy), Henry Holden (one of the editors of *Sabrinæ Corolla*), R. M. Dukes, C. T. Newton.

For some years after 1836 the boys proceeding to the universities owed of course a good deal to Dr. Butler, but Bishop Fraser, who was only three months under Kennedy, declared that from him he learnt how to read for himself; I believe that the Archbishop of York says the same thing. H. C. Rothery, late Wreck Commissioner, 10th wrangler in 1840, and Francis France, must also have been under Kennedy for a quarter only. Rothery was, I know, devoted to the Doctor. But the Classical Tripos of 1841, where Cope, Bather, Thring, headed the list, first shewed the new master in his full power. Then followed (1) at Cambridge, Munro, Morse, Cobbold, Gifford, Druce, M. Bright, W. G. Clark, R. E. Hughes, T. B. Lloyd, H. de Winton, J. T. Hibbert, H. C. A. Tayler, G. B. Morley, W. Stigant; in 1852 four first classes (R. Burn sen. aequ., Perring 4th, Chandless 5th, White 16th), H. A. Morgan, S. H. Burbury, H. Day, B. W. Horne, E. L. Brown, E. C.

Clark, A. W. Potts, S. Butler, Arthur Holmes, R. Whiting, H. M. Luckcock, H. C. Raikes, C. E. Graves, T. Gwatkin, H. W. Moss, W. F. Smith, T. W. Brogden, H. M. Gwatkin, F. Gunton, T. Moss, G. H. Hallam, G. H. Whitaker; (2) at Oxford, E. S. Foulkes, W. B. T. Jones now Bishop of St. David's, Lord Cranbrook, James Riddell,¹ Bishop How, F. Chalker, G. O. Morgan, F. Kewley, F. T. Colby, T. Clayton, W. Inge, J. E. L. Shadwell. Dr. Kennedy and Mr. Moss shared the credit won for the school by W. E. Heitland, R. D. Archer-Hind, T. E. Page at Cambridge, and A. H. Gilkes and F. Paget at Oxford. Mr. Hallam (*Journal of Education*, 1 May 1889, p. 240,) thus sums up the chief classical honours won by Dr. Kennedy's pupils (omitting prizes, except the Porson, and mathematical, scientific and theological honours, as well as the Oxford class list):

Of the boys who passed under his teaching in the Sixth Form, 42 gained a First in the Classical Tripos, of whom eleven were Senior Classics, nine held the second, and four the third place in the First Class. During the same period his pupils gained, at Oxford and Cambridge, eighteen Classical University Scholarships (not to mention Bell, Tyrwhitt, and Crosse Scholarships), and not less than twenty-three Porson Prizes, a distinction which Shrewsbury seemed to make peculiarly her own.² . . . It should be remembered that these distinctions, unapproached except by Eton, were gained by a school whose numbers during a great part of Dr. Kennedy's Headmastership were but little over 100, sometimes below that number; and that Shrewsbury, unlike Eton and Winchester, was a poor foundation, with no Entrance Scholarships to attract able boys. Able boys were indeed attracted to Shrewsbury, but the inducement which drew them there was the fame of the great teacher; and among the most brilliant scholars of the last decade of his Headmastership

¹ Dr Kennedy looked on Riddell as one of the best scholars, if not the very best, that he ever sent out. In the preface to the third edition of the *Sabrinæ Corolla* (13 Febr. 1867), he says: 'Cum iam sub praelo esset haec Editio Tertia, unus isque natu minimus ex Tribus Viris, qui Floribus Legendis fuerant, Iacobus Riddell, A.M. Collegii Balliolensis Socius, mortalitatem explevit, qui qua indole virtutis fuerit, qua morum sanctitate, quam modesta constantia, quam suavi humanitate, quam accurata denique et eleganti doctrina, sciunt Oxonienses sui, eumque pari ac nos, praeceptor eius et condiscipulus, amore, luctu, desiderio prosequuntur. εἰρήνη τῷ εἰρηναίῳ.'

² Of 79 Porson prizes more than half, forty, have been won by Salopians.

were more than one who had failed to win Entrance Scholarships at Winchester and Eton.

In the preface to the first edition¹ of *Sabrinæ Corolla* (1 Febr. 1850) Dr. Kennedy pays a handsome tribute to his predecessor :

Etenim iam anni sunt amplius quinquaginta,² ex quo Regiæ Scholæ Salopiensi præfectus est Samuelis Butlerus, uir omni laude præstantior. qui quid ad litteras antiquas excolendas, quid ad pueros liberalius instituendos contulerit, sciunt quidem multi : quibus autem difficultatibus oblectatus id effecerit, paucis innouit, plerisque uix esset credibile. nobis igitur hoc opus aggredientibus spes illa calcar subdidit, fore ut uiri tanti tanque egregie meriti 'haerentem capiti multa cum laude coronam' nouis qualibuscumque floribus ornaremus.

Probably Dr. Butler's energy may have somewhat flagged during the thirteen years which elapsed between Kennedy's matriculation and 1836. But pupils still living speak with enthusiasm of his masterly versions, for example, of Horace, an author whom he knew by heart.

The dedication (dated Oct. 1864) of Munro's *Lucretius* begins thus :

MY DEAR DR. KENNEDY,

On the completion of a work which has cost both thought and labour I gladly dedicate it to you, to whom indirectly it owes so much. Many years have passed since the days when I was one of your earliest pupils at Shrewsbury ; but the memory of the benefits then received from your instructions is as fresh as ever. A succession of scholars year after year from that time to this will bear testimony to the advantages which they have derived from your zeal skill and varied knowledge ; and over and above all from that something higher which gave to what was taught life and meaning and interest : denn es muss von Herzen gehen, was auf Herzen wirken will.

In the memoir of Cope, by Munro, prefixed to *The Rhetoric of Aristotle with a commentary by the late Edward Meredith Cope* (Cambr. 1877), we read :

During the first years of his Shrewsbury life Dr. Butler, late Bishop of Lichfield, was Headmaster ; for the last year and quarter Dr. Kennedy.

The last year and quarter of his residence at Shrewsbury was of vital importance for Cope's future career. Greek was the main and favorite study of his life ; and in the summer of 1836 Greek scholarship at Shrewsbury was, if not in comparison with other schools of the day, yet absolutely at a very low ebb. Boys were left in a great measure to their own natural lights. Now the light of nature seems capable in favorable circumstances of doing a good deal for Latin ; but in the case of Greek it fosters often the conceit of knowledge, but rarely indeed can impart the knowledge itself.

¹ The same edition concludes with 'Desiderium Samuelis Episcopi Lichfieldensis,' an elegiac poem by Geo. A. Alston of Wadham college, B. A. 1844. On p. 328 is an engraved portrait of Bp. Butler by W. G. Mason after R. Clothier and T. Phillips.

² Dr. Butler was appointed in 1798, and held the post for 38 years.

When Dr. Kennedy came to Shrewsbury in the autumn of 1836, he proved himself equal to the task that was before him. Knowledge and method, united with kindness and enthusiasm, effected at once a marvellous change ; and all who were able and willing to learn felt in a few months that they had gotten such an insight into the language and such a hold of its true principles and idiom, as to render further progress both easy and agreeable. I would appeal to those who were high in the school at the time when the change in question took place, and ask them whether I have at all overstated the facts of the case ; I would refer to Henry Thring and John Bather who came next to Cope in the Classical Tripos ; to Francis Morse and others of the same year with myself, and many others.

But none was more conscious of what he owed to Dr. Kennedy, or was more ready to acknowledge it, than Cope himself.³ The judicious training and the well-directed reading of that year and quarter had an incalculable effect on his future career as a scholar ; and when he went to Cambridge in the October of 1837, he was prepared, as few are, to profit by the advantages the place afforded for classical study.

It must not be supposed that Dr. Butler left the school in a degenerate condition. Dr. Kennedy (evidence in report of commissioners, as cited below, II 327) bears witness to the contrary.

At Shrewsbury some reforms were needed ; but I had very little difficulty in achieving them, because I found a sixth form of high merit, ready and willing to cooperate with me, as I was ready and willing to consult with them, for the good of the school. Reference to the prize list under the years from 1839 to 1844 will shew the calibre of the senior boys whom I had then the happiness of teaching, while there are others also, doing excellently well in life, who were not competitors for university distinction. Dr. Arnold had shewn (what previous educators, conscientiously fearing to profane holy things or to promote hypocrisy, had doubted or denied)—that it was possible to bring religious influence to bear on boys in public schools.

Emboldened by his example, I took the first occasion of addressing the school in chapel on the duty of attending the holy communion, at the same time explaining the principle on which I should rigidly act, of severing this question from school discipline altogether, even to the extent of not allowing attendance or non-attendance to modify my reports of character and conduct. On the Sunday after the sermon 28 boys attended holy communion, for the first time at school, and the practice has continued, lately at a higher average of numbers, from that time to the present.

We have an account of Dr. Kennedy's work with the Sixth Form in an authentic shape, not magnified by idealising memory, in the *Report of H.M. Commissioners appointed to inquire into the Revenues and Management of certain Colleges and Schools,*

³ I can bear witness to this, from the very little that I saw of Cope. When he heard that Dr. Kennedy was pleased with the dedication of Munro's *Lucretius* he said : 'I wish I had known that he would care for such a thing.' More than once I heard him say that Dr. Kennedy was the best speaker that he had ever heard. J. E. B. M.

and the studies pursued and instruction given therein. Vol. II. Appendix. London 1864. p. 452.¹

3. Authors construed or translated *à viva voce*, and the quantity of each in the year ending with the summer holidays 1861.

Homer's Iliad book xviii, Odyssey book viii; Pindar, Nemea, Isthmia; Aeschylus, Septem c. Thebas, Choephoroi; Sophocles, Antigone, Oedipus Rex, Oedipus Coloneus; Aristophanes, Acharnenses, Equites, Vespae; Plato, Hippias Maior, Io; Thucydides, book iv; Aristotle, Ethics i and ii; Virgil, Aeneid vi, Georgic iv; Horace, carm. books i and iv, Epodes, Satires, book ii, Epistles, books i, ii, ad Pisones; Lucan, book i; Excerpta from Lucretius and Martial; Cicero, de Officiis, iii; epist. ad Att. ii; Philippic ii; Tacitus, Hist., book ii; Livy, books ix, x; St. Luke's Gospel; Epistles to Romans and Galatians; Classiques Français, St. Simon, Fontenelle, Montesquieu, Fénelon, etc. 80 pages.

4. Method of hearing the form in such construing or translating lessons.

The boy "called up" reads aloud the Greek or Latin till stopped, from 10 to 20 lines according to his calibre. Then he says the English of what he has so read, not being stopped in doing so unless he is actually wrong; but liable to correction at the close, for want of judgement or taste in his translating. He is then questioned on the passage as to matter, illustration, parsing, etc. according to need. He is then marked and another called up, and so on. When the lesson is thus gone through with the boys, I go through it again myself, construing, commenting, and explaining, the boys using their note-books.

My plan is always to have one Greek book, prose or verse, with one Latin book, verse or prose, on hand at the same time: as Thucydides and Horace, or Aeschylus and Livy, and about 80 lines of one are said with 40 lines of the other at second and third lessons. I finish a book, or a play, before going to another author. In examinations I lay great stress on preparation of matter, as well as style and verbal criticism.

5. Authors whose language has been committed to memory and the quantity of each in the same year.

Virgil, 3 books; Cicero, 30 chapters of 'de Officiis'; Sophocles, Ajax; Greek and Latin syntaxes, once a year each.

6. Authors whose substance and matter have been committed to memory, and the quantity of each in the same year.

Bible History, Wheeler's (one of the Testaments in a year); Roman History; Atwill's Universal History; Butler's Analogy. It must be observed that boys are advised and expected to read a great deal of matter not included in school lessons, and that they have a library containing such books as Grote's and Merivale's Histories, Pictorial and Macaulay's England, etc. etc.

Kinds and quantities of composition done in the form in the same year.

Latin original verse. Heroic 12; Elegiac, 20; Lyric, 16; Exercises, about 1,000 lines in the year.² Latin themes: 26 in a year.

English. Four or five themes or essays in the year.

Translation.

English verse: sometimes an epigram (*ad libitum*) to translate.

10 or 12 passages into Latin verse, about three hundred lines in the year.

Greek: 200 iambics from Palaestra Musarum, no. 8, and trochaic or anapaestic occasionally for best scholars.

English prose: Cicero, de Officiis, about 30 chapters in the year.

Palaestra Stili and Curriculum into Latin once a fortnight, about 60 pages in the year; Arnold's Latin prose all once a year.

Passages occasionally given into Greek prose from Palaestra Stili, about 10 pages in the year; Arnold's Greek prose all done once a year.

In addition to these books read in the year 1860-1, there are specified, as belonging to the general stock in trade of the sixth form (p. 452), Barrett's Companion to the Greek Testament; Paley's Evidences; Easy Lessons in Reasoning. Euripides was read in the fifth form. In the sixth also were read Herodotus, Hesiod and Theocritus, Plautus and Catullus; never, I think, Pliny the younger or Quintilian, perhaps owing to the lack of convenient editions. In my time (1842-4) much attention was paid to the Thirty-nine Articles, which I (to confine myself to what I know for certain) studied with the help of three commentaries, not prescribed, but chosen by myself without consulting any one. I learnt to see in them a declaration of rights of national churches, and to say with F. D. Maurice and F. W. Newman (*Phases of Faith*. Ninth ed. 1874. p. 2):

Subscription was 'no bondage,' but pleasure; for I well knew and loved the Articles, and looked on them as a great bulwark of the truth; a bulwark, however, not by being imposed, but by the spiritual and classical beauty which to me shone in them.

To the study of the Articles I attribute the attraction which the authors of the Renaissance and Reformation have always since had for me.

By his mother's side Dr. Kennedy sprung from a Huguenot stock, and a perusal of his occasional sermons and pamphlets will shew that he was true to the family tradition. A Whig by birth and choice, he considered that his party had in the Lichfield House compact betrayed the principles of 1688. In

¹ In a life of Dr. Kennedy his own evidence and returns, and portions of the evidence of Mr. Graves, should be printed from this report, and also some of the testimony of the Commissioners, who after remarks on the success of Shrewsbury men in University competitions, add (vol. I p. 314): 'The extent to which this small school contributes to the teaching power of the Universities is not a little remarkable.'

² This gives only 20 verses and a fraction as the average length of these compositions. In my time so little would not have been accepted; 30 was perhaps the average of the higher boys. I once sent 72 close on a hundred, and very often 50 to 60.

later years he followed with singular zest the trial of the Molly Maguires of Pennsylvania. Thus he was proof against the optimistic illusions, blinded by which Niebuhr sacrificed the Prussian episcopate to Rome, and Ranke declared that the question of papal supremacy has no longer any other than a historical interest. Rather he held with Thirlwall that the Vatican council was an event of far wider and more enduring importance than the Franco-German war.

The large amount of original composition demanded of us made us perforce students of three literatures. We read the masters of English prose to suggest thoughts for themes—*e.g.* I bought and read Richard Hooker's and Joseph Butler's works, as I did Molière's. For Latin verse I roamed far and wide in English poetry, perusing the whole of Shakespeare, which is more than I have done since; much of Milton I knew by heart: I was at home in the whole range of the *Corpus poetarum*; the odes of Horace, a Georgic and other parts of Virgil I constantly recited to myself as I walked to and from school. Many boys were masters of the Greek tragedians; I never took so kindly to Greek composition as to Latin, yet I learnt an entire play of Sophocles and often conned it over. Here I am a fair

average specimen of the effect of Dr. Kennedy's teaching, having no special aptitude for versification; what success I achieved, was due to very great labour at first and for some years; my poetic fervour cooled down as I approached my nineteenth birthday; at the university I seldom wrote a verse except for my tutor or in examination. As models of prose Plato, Demosthenes, Cicero, Livy, were often in our hands; accordingly we brought to college the power of understanding *sermones utriusque linguae* at sight. Our master took advantage of any passing event to give variety to our work. If Van Amburgh visited the town, his feats supplied matter for the next week's elegiacs. One morning we were bidden to bring at second lesson (10 o'clock) a version of an epitaph seen by the Doctor's nurse-maid in a country churchyard, and taught by her to his children. 'I think it does great credit to her taste.' The lines, with the Doctor's rendering, may be seen in *Between Whiles*.

She took the cup of life to sip,
Too bitter 'twas to drain;
She gently put it from her lip
And went to sleep again.

J. E. B. M.

THE REV. WALTER CLARK, B.D.,

Head Master of Derby School.

Died April 12, 1889.

By the death of the Rev. Walter Clark we have lost a typical and distinguished English Schoolmaster. A worthy pupil of that great teacher Dr. Kennedy, whom he survived so short a time, he was himself also 'ein Lehrer von Gottes Gnaden.'

His career seems to have begun at Coventry Grammar School where he was Head Boy. He afterwards was at Shrewsbury, and in time rose to the Captaincy, which, in a school so famous, is itself a distinction. He went to Cambridge as a scholar of Magdalene College. Here he was three times Prizeman in Classics, and became head of the men both of his own year and of the year above him. He read with several distinguished scholars, among whom were Paley and Shilleto. His place however in the Classical Tripos was a disappointment to himself and his friends: he was fourth in the Second Class. There

were only eleven in the First Class that year, and among them three University scholars. Perhaps this failure was partly caused by an act of self-sacrifice characteristic of the man and of an English University. In a term when he was reading hard one of the crew of his College boat was disabled about the time of the races. Mr. Clark was a powerful oarsman, but quite out of training. He consented to fill the vacant place, and the result was an illness which confined him for some time to his room. Though somewhat disheartened by his degree, he soon resolved with his habitual energy to make up for it, and after hesitating a short time whether he should try politics or the scholastic profession, he chose the latter. He soon established his reputation as an excellent master, and in 1865, at the early age of twenty-seven, was elected Headmaster of Derby School out of a long list of