

wallowing in and refusing to quit a quagmire that is gross and palpable, then I am not,—SIR,
Yours most respectfully,

E. R. GARNSEY.

*Authors' Club,
2, Whitehall Court, S.W.*

To the Editors of THE CLASSICAL REVIEW.

In *Classical Review*, Jun. 1913, p. 127, leguntur verba e libro de Horis haec: 'Primum . . . triumphum egit gallicum . . . sequentem alexandrinum ex victone catoque ptolemaeo rege. . . ?' Qui ediderunt pro victone catoque proposuerunt victo catoneque. Nonne legendum est: ex victo necatoneque?

Vale,
F. H. W. SWIJD.

Amersfoort.

To the Editors of THE CLASSICAL REVIEW.

GREEK AND LATIN IN A YOUNG UNIVERSITY.

Nearly two years ago, when I sent you a few lines of local news (*C. R.* xxvi. 33, 34), you asked me for further notes on the fortunes of classical study in these regions. In order to save space, I respond in letter-form.

The University of Leeds, as distinguished from the Yorkshire College of Science, is only nine years old, and any interest it may have is solely that of youth. It is a mere child of yesterday when compared with ancient foundations, and (needless to say) it has not yet come into its kingdom. One is tempted, sometimes, to take a humorous view of it and to recall certain observations of Bishop Thirlwall's upon the tender age of nine. Writing long before recent Cretan discovery had focussed attention upon the passage and withdrawn it somewhat from the realms of the fabulous, Thirlwall once discussed the words *ἐννέωρος βασιλευε* in *Odysses* xix. 179, and wondered whether it was possible to attach a meaning to *ἐννέωρος* that would represent Minos as beginning his reign when nine years old—a thing, he adds, even more strange than the passion of Dante for Beatrice at the same age.¹

The same humorous view will, I hope, not be far from my mind when I venture, at your request, to touch upon a particular branch of the University's work, the classical branch. There is a good story in Bryce's *American Commonwealth* of a newly-founded seat of learning which the author found somewhere in the Far West. 'The head of the institution was,' says Mr. Bryce, 'an active sanguine man, and in dilating on his plans frequently referred to "the Faculty" as doing this or contemplating that. At last I asked of how many professors the Faculty at

present consisted. "Well," he answered, "just at present the Faculty is below its full strength, but it will soon be more numerous." "And at present?" I inquired. "At present it consists of Mrs. Johnson and myself." I do not wish to push the parallel too far. But, as a matter of fact, the classical teachers in the University of Leeds nine years ago numbered just two: to be precise, Professor Connal and myself. Now they number four. That increase is, itself, a great gain. What other signs are there of progress?

In 1904 there was no Honours School of Classics here. During the last six years twenty-three students (twenty-one men and two women) have graduated with Classical Honours. The Honours course is not purely literary, but includes the systematic study of Ancient History and Ancient Philosophy, under the guidance of Professor A. J. Grant and Professor C. M. Gillespie. Some attention is also given to the elements of Classical Archaeology. Greek and Latin Verse Composition is optional: it is taken from time to time, and with good results. Some of the candidates for honours have read widely in classical literature. In Greek, Homer and Plato are the favourite authors, and a recent graduate had (after little more than three years' study of Greek) read the whole of the *Odysses*, most of the *Iliad*, and fourteen dialogues of Plato, including all the longer ones except the *Laws*. Two of our best honoursmen have come to the University, with Leeds City Scholarships, from a large municipal school in which a good deal of Latin is taught but no Greek. As they were clearly youths of unusual ability, the University provided special help in Greek in order to enable them to enter on the full Honours course with the least possible delay. They completed the course with distinction; but, given an earlier start, the results would have been better still. It is much to be desired that, in secondary schools of every kind, senior boys should be enabled (by a system of transfer, if in no other way) to pursue those studies for which they show a decided bent. It is no less reasonable that pupils who have a special aptitude for Latin should be allowed, if they wish, to begin Greek than that pupils who have a special aptitude for one natural science should be allowed to begin another. The development of individual faculty might cost the nation something, but it would 'pay' abundantly in the end. One temporary difficulty in our northern municipal schools is that the teachers who take Latin often know no Greek. The Classical Honours courses, modest though they are, in the new universities should do something to set this right. Leeds graduates are, in fact, already beginning to send us pupils whom they have themselves trained in Greek as well as Latin.

The dissertation required from candidates for the M.A. degree in Classics tends to encourage methodical reading among our better students after they have left us. During a recent year the subjects offered by the three applicants were: (1) The Paeans of Pindar; (2) a Study of Mimnermus, with English verse-translations; (3) some points in which recent Cretan discovery throws light upon the Homeric poems.

¹ Why, it may be asked in passing, should Plato's interpretation of the Homeric line, in *Laws* 624B, be so lightly brushed aside by the commentators and translators?

Study of a more advanced kind is being attempted by two of our earliest graduates in honours. One is working at the Platonic Epistles; the other, at Clement of Alexandria's *Address to the Greeks*.¹ Both agree, I feel sure, with me that for the due execution of their undertakings they need to know all Plato's dialogues intimately, and that this will be one of the best results they can possibly achieve.

In the courses for the Ordinary Degree, the standard of the classical work has steadily risen without any fall in the number of students. In 1904, there were in the Latin classes 27 students who had not already matriculated and 78 who had. Now, there are no Latin students who have not already matriculated and 128 who have. All the Latin students, therefore, are pursuing degree courses; none are preparing for admission to the University. Thanks to the human interest and stimulating power which the subject has in Professor Connal's hands, Latin has always been popular in the University and in the Yorkshire College which preceded it. But the present position of Latin in the degree syllabus has not been secured without a struggle. The teachers who organise the Pass Degree courses in a new university show little disposition to regard any subject as fundamental. One cannot altogether wonder. The champions of the more modern studies, men whose strong individuality often appears in the fact that they have taken up these too long neglected studies after a training of a more traditional kind, feel that their hour has come and that they must strike a blow against prescription, privilege, ascendancy, monopoly. The defender of the ancient classics will do his best to enter into their feelings, while firmly maintaining his own ground. Here in Leeds, soon after the University was founded, we claimed what we thought a most modest place for Latin and Greek in the Pass Degree curriculum. Our chief opponent was a colleague of unusual ability and devotion, who has just resigned his post, a weighty interpreter of English literature, whose career excites the deepest respect among all who have followed it in Leeds and elsewhere. Backed by the legions of Technology, our colleague conducted a menacing campaign. But, though the fortunes of the contest wavered, victory rested with us in the end. We obtained all we asked; and the settlement then reached has not since been challenged. I do not think it will be challenged in our time. If it is, we are prepared not only to defend what is ours already, but to press for a still fuller recognition of the claims of ancient

culture to be regarded as a valuable element in a modern general education.

The University is taking an active part in the excavation of Roman sites in Yorkshire. During the summer months of the present year the field of work has been the hamlet of Slack, near Huddersfield, where there are extensive remains of a Roman fort, commonly supposed to be identical with the Cambodunum of the *Itinerary*. After this site has been thoroughly explored according to the most approved modern methods, it is hoped diligently to collect and collate underground evidence of the Roman occupation elsewhere in Yorkshire, e.g. at Ilkley and Bainbridge. The work at Slack has been under the supervision of Mr. P. W. Dodd, who has had the advice and help of Mr. A. M. Woodward. This season's results were seen by Mr. F. A. Bruton, who will no doubt give some account of them in the *Year's Work in Classical Studies*, and by Professor R. C. Bosanquet, who expressed the view that the work was well worth doing and was being well done. The task has been undertaken in conjunction with the Yorkshire Archaeological Society. This Society held its Jubilee Dinner at York just a week ago (October 23). One could not help feeling how painfully young the University and the Society alike are when compared with the city in which we were met—that city of ancient renown and never-fading beauty. In the York Museum there are two pious tablets bearing Greek inscriptions, Greek inscriptions being, as we all know, very rarely found in Great Britain. The dedicator was a certain Demetrius the Scribe; and the interesting thing is that he is probably identical [*Archaeological Journal* xxxix. 23 ff.; *Hermes* xli. 156 ff.] with the learned and far-travelled Demetrius of Tarsus, who takes part in one of Plutarch's dialogues and who may, for all we know, have written the extant treatise *περὶ Ἑρμηνείας*. Not more than a generation, therefore, after the time of St. Paul of Tarsus, this Demetrius would be living in York. He would, in fact, be a pretty close contemporary of St. Paul's young friend Tychicus. The learned tell us that the modern 'Tyke' derives his name from Tychicus. I do not know whether this is so, but the exemplary character borne by Tychicus in the New Testament lends some colour to the suggestion. At the informal dinners of the Tykes' Antiquarian Club I have never seen anything, whether edibles or mental pabulum, in the shape of interesting finds brought there for inspection and comment, removed from the table save by the rightful owner. How different the picture painted, as early as the Homeric age, of the modern Welshman and his proverbial failings: ἀλλὰ μ' ἀνήρπαξαν Τάφιοι λήϊστρος ἄνδρες (*Odys.* xv. 427)!

A plan of the ground excavated at Slack will be exhibited in our new Classical and History Work-room at the University. This room is furnished with books and journals for the use of advanced students. It also contains a certain number of plans and models, coins and casts, vases and reliefs: things which may form the nucleus of a future Museum of Classical Archaeology. A welcome gift has been promised for our present

¹ Since writing the above, I have heard with pleasure that this old student's unpublished translation of Clement's *Address* has been selected, after careful examination, for inclusion in the Loeb Classical Library. The choice seems to me a wise one. I know the translation, and I know that the translator has for some years devoted himself unsparingly to the study of the *Protrepticus*, in the hope of producing ultimately a complete modern edition which will appeal to the thinker as well as the scholar.

room by a Leeds citizen, Mr. E. Kitson Clark. It is a model, showing how Caesar's bridge over the Rhine may have been constructed (*C. R.* xxii. 144-147: cp. H. Stuart Jones, *Companion to Roman History*, pp. 82, 83). Mr. Kitson Clark is an engineer who has not forgotten his classics. Less than a week ago I met, in a neighbouring town, another engineer—an old pupil whom I had not seen for many years. He is prospering, and takes quite a utilitarian view of things. It was encouraging to find that he still thinks a classical training the best of all, even for an engineer: provided always, as he added, that you keep up your mathematics. He had himself been fortunate enough to be trained in both classics and mathematics at the Manchester Grammar School. I may here add that the proposed Leeds and District Branch of the Classical Association will help to consolidate our local forces and to enlist many hitherto undiscovered friends of the classics. It would be regarded as a favour if readers of this letter would communicate to me, as Local Correspondent of the Association, any addresses to which preliminary circulars may usefully be sent.

In estimating the future of any cause, it is wise to turn one's gaze upon its younger advocates and exponents. My own experience, in Leeds and in Wales, convinces me that Greek and Latin will not decline through any lack of ability or zeal on the part of our younger colleagues. Nor can I admit that classical literature is taught with less attractiveness by those whose respect for concrete fact has been quickened by archaeological study. On the contrary, a training at the British Schools in Athens and Rome is clearly one of the most valuable qualifications a classical teacher can possess. Nor, again, do I find that in schools, any more than in universities, the classical teachers of to-day are wanting in gifts or in missionary enterprise. Not to go farther afield, the Leeds Grammar School and the Leeds Girls' High School have

on their staffs men and women who can make classical literature and classical art subjects of living interest within and without the school walls.

In conclusion, I would mention that some local branches of the Workers' Educational Association have shown considerable interest in the excavations at Slack, and have both visited the site and asked for explanatory lectures during the winter. The Association itself held its annual meetings in Leeds on October 17 and 18, and the great possibilities of the movement must have struck even the most careless observer. It was a pleasure to reflect that some of our best graduates in classics have been sons of men earning a weekly wage, and to hope that they may not be entirely lost to the ranks in which they were born, but may do something, by means of daily intercourse and reading circles and tutorial classes, to spread among their friends and neighbours a knowledge of those literatures and civilisations which have taken so strong a hold upon themselves. Anybody that helps to impart, in however small a degree, a sense of historical vista to the ruling masses deserves well of his country. One seems to have heard that early in his life Mr. Thomas Burt read Gibbon's *Roman Empire*, and one feels that this is the kind of solid reading to weight with good political ballast a man whom nature has marked out to be a leader in the working-house of thought. The history of all great peoples should inspire the true student (whether he be found in cottage or in mansion) with patience, and with hope as well. With patience, infinite patience, when he remembers the ups and downs of humanity and the slow attainment of all enduring welfare; with hope, inextinguishable hope, when he thinks of the heights to which men and nations, starting from a lower vantage-ground than our own, have before now risen.

W. RHYS ROBERTS.

Leeds,
October 30, 1913.

BOOKS RECEIVED

Publishers and Authors forwarding books for review are asked to send at the same time a note of the price.

*** Excerpts and Extracts from Periodicals and Collections are not included in these Lists unless stated to be separately published.*

Allinson (A. C. E.) *Roads from Rome.* 7½" × 5". Pp. xii + 216. New York: The Macmillan Co., 1913. Cloth, 5s. 6d. net.

Appleton (R. B.) *Some Practical Suggestions on the Direct Method of Teaching Latin.* 7½" × 5". Pp. 83. Cambridge: Heffer and Co., 1913. Cloth, 2s. net.

Barbelenet (D.) *De l'aspect verbal en Latin ancien, et particulièrement dans Térence,*

pp. vi + 478, Fr. 12. *De la Phrase à verbe Être dans l'Ionien d'Hérodote.* pp. 114, Fr. 4. 10½" × 6½". Paris: H. Champion, 1913.

Bloch (G.) *La République romaine: conflits politiques et sociaux.* 7½" × 4¾". Pp. 333. Paris: E. Flammarion. Fr. 3.50.

Burnet (J.) *Die Anfänge der Griechischen Philosophie.* 2te Ausgabe. 9" × 6". Pp. vi + 343. Leipzig: B. G. Teubner, 1913. M. 8.