

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 ptolemeo 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 Writing long before recent Cretan discovery had focussed attention upon the passage and withdrawn it somewhat from the realms of the fabulous, Thirlwall once discussed the words *ἐννέωρος βασιλευε* in *Odyssy* xix. 179, and wondered whether it was possible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 *Odyssy*, 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?