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assertion that the unified edition is intended to be more than the sum of its parts, it reads better as a series of articles, which may be selected out of order, to be read as interest dictates. Stray is reflective on his collected work, and accordingly authoritative; I emphatically recommend this work to any Classicist who is interested in perspectives on Victorian and Edwardian-era education, though it should be noted that this is no introductory volume; Stray is commanding both in breadth and depth of his investigation.

Of immediate interest to the teacher of Classics is the third section of the book, on pedagogy in schools. This section contains chapters from a variety of perspectives, and many aspects both familiar and interesting to the teacher, including but certainly not limited to: the optimal layout of a classroom (pp.263-264); the birth of the modern concept of a textbook (pp.279-280); the challenges of maintaining authority over students (pp.289-290); the concept of Classics for all (pp.292-293), though it might be noted that these are often drawn from highly specific examples, and may be of more interest than use.

I would also take some small issue with the book's terminal date; Stray certainly does discuss various aspects of Classical scholarship and reception in the 20th century, but a teacher looking for discussion of the more current issues in Classical pedagogy will be disappointed. There are, for instance, three references to the *Cambridge Latin Course* (pp.ix, 256, 341), none to the *Oxford Latin Course*, none to L. A. Wilding, none to Pat Story, none to James Morwood, none to Maurice Balme. I would suggest that Stray's interest in the Classical classroom ends in 1960, perhaps in the knowledge that these totems of elementary Classical education in the late 20th and early 21st century are much discussed elsewhere. However, the chapter on Kennedy's *Primer*, for instance (pp.307-325), is an excellent account of the last flourish of teaching by precept, and is ripe for comparison with the post-*Cambridge Latin Course* world.

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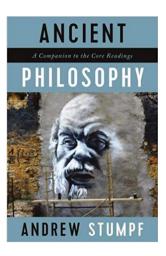
## Ancient Philosophy. A Companion to the Core Readings

Stumpf, A. Pp. xxvi + 197, ills, maps. Peterborough, ON: Broadview Press, 2019. Paper, £20.50. ISBN: 978-1-55481-392-6.

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Stumpf in this book sets out to introduce the major thinkers and works of ancient philosophers and to provide a companion to help the reader understand and analyse the primary texts.



Tackling the major works of ancient philosophy in one slim volume is an enormous challenge. Stumpf acknowledges this in the introduction, saving that 'we can't discuss all the philosophers ... The hope is to provide you with a helpful introduction to the major themes and movements in ancient philosophy' (p. xv). On the whole, there is a good balance of breadth and depth. Works of Plato (Apology, Euthyphro, Meno, Phaedo, Republic) and Aristotle (Categories, Organon, Posterior Analyt-Physics, Metaphysics,

Nicomachean Ethics, Politics) are given the most prominence, with three chapters devoted to each of the two philosophers. One chapter at the beginning of the book is devoted to earlier Greek thought and Plato's early works, and one chapter at the end is devoted to Hellenistic Philosophy, Christianity and Neoplatonism. Parts of this last chapter reveal some of the limitations of the breadth approach. The section on Christianity is so brief – barely more than a page – that it is inevitably superficial and oversimplifies greatly, not discussing, for instance, the philosophical ideas behind the arguments cited about the nature of God.

The distinguishing quality of this book is its clarity. Stumpf has a knack for anticipating questions and problems that students will have when engaging with these ancient authors for the first time. This includes practicalities: in the introduction, for instance, he sets out where texts and translations can be found (p. xiv and pp. xvixvii) and explains the Stephanus and Bekker numbering systems (pp. xv-xvi). Each subsequent chapter is structured clearly with a section on historical context, an 'introductory big question', plenty of subheadings to orientate the student, illustrations where necessary, and a conclusion. It is in the longer discussions of individual works that this is most useful. In the chapter on Aristotle's Ethics and Politics, for example, the subheadings roughly follow the outline of the Nicomachean Ethics and the Politics, helping the student to see clearly the flow of the arguments in each of the works. Equally, the relationship between Aristotle's *Ethics* and *Politics* is addressed well by Stumpf's structured writing: the 'introductory big question, a subsequent section on Aristotle's 'Practical Philosophy' and the conclusion emphasise their shared focus on the good for human beings and give the ensuing argument that ethics should be viewed as part of political science. The 'Historical Context' section and the conclusion also compare Aristotle's ideas with Plato's and point towards Aristotle's influence on medieval philosophy. It is one of the strengths of this book that it so clearly attempts to examine the relationships between philosophers and give a sense of the big picture of the development of philosophy in the ancient world, though the narrative does sometimes become too clear and neat, lacking nuance.

There are a few oddities and assumptions in the book which do not undermine its main aims but might cause confusion to the reader. The timeline (p. xxi) includes the figures of Abraham and Moses (and attempts to give dates for them) despite the fact that they fall outside of the focus of the book. On p. 184 Stumpf mentions 'St. Augustine of Hippo, also known as Aurelius Augustinus' – surely the wrong way round. Sharper copy editing would perhaps also have picked up the confusion created on p. 178, where Stumpf

could be understood to say that Constantine was a Holy Roman Emperor: 'such language became much more comfortable once the Holy Roman Emperors themselves were Christians, which began with the Emperor Constantine'.

This book's value lies in its usefulness as a teaching aid or companion for secondary pupils and first-year undergraduate students. I have already found the section on Hellenistic philosophy useful when teaching the basic philosophical background to Horace's *Odes* to a Year 13 class. As an introduction to ancient philosophy, it does not rival other books such as A. Kenny's *Introduction to Ancient Philosophy* (2007), but its focus is slightly different. Its intention is to be a clear and concise companion to the primary texts, and it largely achieves this.

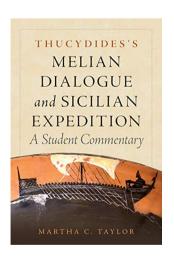
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## Thucydides's Melian Dialogue and Sicilian Expedition. A Student Commentary

Taylor, M. Pp.xx + 456, maps. Norman, OK: University of Oklahoma Press, 2019, US\$34.95. ISBN: 978-0-8061-6194-5

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'Thucydides is hard' as Taylor comments. How best to help students who are at a relatively early stage of their Greek studies make sense of the text, both for its historical context and the way it expresses its ideas? Taylor has chosen the episode of the Sicilian expedition and put it in the context of the Melian dialogue. The work shows that she is an experienced practitioner who knows the needs of her students well.

She gives a full introduction of 41 pages, dealing with such topics as writing history, Thucydides' language, the city of Syracuse and

themes in his account of the Sicilian expedition. She sets out the issues clearly and perceptively, but in a way that invites the reader to explore further. To facilitate this, she includes a significant bibliography and also a series of reading lists on various topics which she calls 'Sources for Student Work' such as 'Alkibiades and Nikias' and 'The City Theme' and 'Homeric Allusions'. The bibliography and reading lists are complementary and useful at undergraduate level.

The bulk of the book is the commentary. Unusually for a student-facing edition, there is no text within the volume. Taylor bases her comments on the Oxford Classical Text of H.S. Jones to which she refers the reader, helpfully pointing out that it is available on Perseus. There is a lot of value in a student at this level being able to print out a copy of a text for their own annotation. However, this approach has the disadvantage that not everything is contained in

the one book. There is also no alphabetical list of vocabulary in the book, so the student will have to be confident in using their lexicon. She warns against overreliance on the Perseus vocabulary link – 'there is much value in flipping through a paper dictionary'.

What about the level of help given? She notes that today's students need more help than those of the past - such as the 'senior pupils in schools' who were Dover's constituency in his edition of Book 7 in 1965. This edition is not designed to be read all the way through, so Taylor has decided to repeat herself in the commentary to facilitate this. She also states that she has erred on the side of saying more rather than less. This means that often quite basic things are touched on, which makes the commentary longer to work through and perhaps detracts from its clarity. In this, her notes are longer and fuller than those of H.D. Cameron is his edition of Book 1 (2003) aimed at a similar constituency. The presentation has a clear, well-spaced typeface of a good size. As a minor point, it would have been helpful, to my eyes at least, if the Greek words being commented on had been made to stand out, such as putting then in bold and I would have found it helpful if the summaries had been distinguished from the notes in their appearance. On the plus side, there are many references to Smyth's Greek Grammar so the less common points can be easily checked by the student whose curiosity has been aroused.

I found her exploration of the style of Thucydides very helpful. She helps make sense of Cicero's comment that Thucydides' writing, especially his speeches, contain 'so many dark and obscure sentences as to be scarcely intelligible'. She places a lot of emphasis on grammatical analysis and explanation (as opposed to gloss), an approach which is favoured in North America, but may be found on the dry side in the UK.

This edition is an interesting and helpful resource for anyone who wishes to begin to get to grips properly with the language and style of Thucydides and useful for any teacher wanting to brush up their skills, perhaps in preparing for teaching Thucydides as an unseen author.

doi:10.1017/S2058631020000355

## Olympia: The Story of the Ancient Olympic Games.

Waterfield, R. Pp. 214, b/w & colour ills. London: Head of Zeus Ltd., 2018. Cased, £18.99. ISBN: 9781786691910.

James Watson

This book is a readable and highly informative overview of the ancient Olympic Games, their venue at Olympia, and their modern 'revival'. With the Tokyo 2020 Summer Olympics now due to happen next year, this book would be an excellent resource for those inspired by them to find out more about the realities of the ancient games, although even those with some prior knowledge of the subject are likely to find new material and perspectives in this text.

In the Prologue, two key aspects of the ancient Olympics are emphasised – that the games were part of a religious festival, and

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