

## NEWS AND COMMENTS

WE publish this month a letter from Mr. K. F. Frost, M.A., F.R.G.S., lecturer in Ancient History under the Ministry of Public Instruction in Egypt, which should attract the attention of schoolmasters. Mr. Frost has already been so kind as to supply several sets of coins and lamps to schools. This opportunity of getting such things is too good to be lost. Their value in classical teaching is known to all that have used them, and we hope that this letter may cause many others to purchase collections of such antiquities.

THE longest paper in the *Classical Quarterly* for April is Mr. J. A. J. Drewitt's thorough investigation of differences between the scansion of speeches and narrative in Homer. Not much shorter is Dr. Ashby's account of recent excavations in Rome. Mr. Allen concludes his paper on the Epic Cycle, and Mr. Tenney Frank gives reasons for believing that the appearance of Claudius' name in the Pavian inscription is a later addition of the emperor's own. Mr. McElderry writes on the Second Legionary Camp in Palestine; and Mr. H. Richards contributes suggestions on Plato *Theaetetus*, and Mr. Housman on the new fragments of Menander. Mr. J. Fraser finds an analogue to the Saturnian metre in old Irish; and Mr.

J. M. Edmonds offers contributions to a new text of the *Characters* of Theophrastus. Mr. Richards reviews the New Menander, and Mr. Moulton part ii. of the *Tebtunis Papyri*, while Mr. Garrod writes upon Manilius, reviewing the last two editions, Housman's book i. and Breiter, and appending notes on book i.

THE April number of *The Classical Journal* (Chicago and New York) contains a paper on 'What is the Object of the Study of Latin in Secondary Schools?' The author, Mr. E. C. Greene, is of opinion that the immediate object is to teach the student to read intelligently, this being the foundation of everything else. Two points are well brought out: that the first book read is something of a *corpus vile*, and that the kind of translation that passes muster in schools is 'a menace to English rather than a help.' Teachers' corrections and re-touching only smooth the effect without removing the cause. These bad translations are all alike; they are machine-made, the result of a mechanical process 'which deserves a more careful analysis than it can receive here.' We hope Mr. Greene will undertake this analysis.

## CORRESPONDENCE

TURF CLUB, CAIRO,  
27th December, 1907.

During the last three years I have had exceptional opportunities of seeing the appalling waste and destruction of useful antiquities which is daily taking place, especially of that class of objects, which, because they are common and typical of certain periods, are exactly the most useful for illustrating school and university work. I am therefore trying to bring this source of supply to the notice of the people who need and desire it most.

The fact is that the whole of the ancient world, and especially Egypt, is being torn to pieces, partly from the immense increase of cultivation of land, partly by plunderers who sell to tourists. Never has there been, nor will there be again, such an oppor-

tunity for obtaining good minor antiquities at trifling cost. Some of the unexplored Roman villas on the Alexandrian coast are being plundered, and every now and then quite good pieces of sculpture are found. For example, I know a really good marble head of Augustus, over life size, in almost perfect preservation, which I could buy for £20. It would be the show piece of many a school museum. But most of the minor objects, such as pottery, terra-cottas, and above all coins, come from the sites of Roman towns, which in Egypt were built of sun-dried mud bricks. When they were deserted the walls just fell in, and finally became mounds, such as those which only a few years ago could be seen all over Egypt. These mounds are now being dug up by the peasants and are being spread about the fields for loam. Even streets of Roman shops and houses in good