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Comparative Philology *An Introduction to Comparative Philology for Classical Students*. By J. M. Edmonds, M.A. Cambridge: University Press, 1906. Pp. viii + 235. 4s. net.

J. H. V.

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forms of the same word are widely separated (e.g. *τανύω*, *τείνω*, *τιταίνω* are Nos. 151, 275, 504 respectively); nor are words of similar form but different meaning placed in proper juxtaposition so that the student may be put on his guard and not confuse them.

The choice of meanings, too, is not above reproach. They are, we may say, almost entirely chosen from the English translation of Autenrieth's *Homeric Dictionary*, as but a brief glance will show, and although meanings of words may not be subject to copyright, it might have been well if the editors had acknowledged their indebtedness. Unfortunately, also, they are not always chosen wisely. For example, *τελέθω* is 'Am become, assume,' where 'assume' is worse than useless; so with *πειρηγίζω*, 'Test, sound.' For *τροπάω* (a word which, so far as Ebeling's *Lexicon* shows, does not occur the ten times the editors claim for it) we have 'Change, vary,'—entirely unsuitable meanings except for a single passage. Again one might reasonably expect to find identical meanings given for parallel forms of the same word. But quite the opposite is often the case. Thus *λανθάνω* is 'Escape notice, forget,' *λήθω* is only 'Escape notice'; *κεδάννυμι* is 'Scatter,' *σκεδάννυμι* and *σκήδναμαι* 'Scatter, disperse,' for no apparent reason. And in general why should so many useless synonyms be given? Why should *ἐγχος* be 'Spear, lance' or *θύρη*, 'Door, gate'? It seems obvious that unless a word has more than one *distinct* signification, only a single

meaning should be set down. For if the meanings are to be committed absolutely to memory one is easier to learn than two; if not, the method of wide and rapid reading would seem preferable to fooling with a word-list. Among other meanings susceptible of improvement are those of *μεγάθυμος*, 'Great-hearted,'—a mere school-boy's rendering—and *ἡβάω*, 'Am at my youthful prime,'—enough to make even a school-boy laugh. All of which goes to show that the meanings must have been selected in a very haphazard fashion.

Additional information would be desirable in some cases: thus the meaning of active and middle of such verbs as *ἄπτω* and *λανθάνω* ought to have been differentiated. To have the Attic forms given in words like *πρίσσω* and *θέομαι* would be helpful, though it may not be necessary; so also the Attic meaning, where this varies widely from the Homeric, as in *φοβέω*, *ἀρκέω*, *ἀσκέω*. And none of these additions would overload the book.

I have noticed a few misprints: *δύνω* occurs twice (Nos. 46 and 201, and with varying meanings in the two places); No. 407, *κορέω*, 'Sweep'—a *ἅπαξ λεγόμενον*—should be *κορέννυμι*, 'Satisfy'; at No. 474, for 'Cover,' read 'Cower'; at No. 521, for 'place,' read 'plan'; noun No. 198 should be defined 'olive-oil,' not 'olive, oil.'

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COMPARATIVE PHILOLOGY.

An Introduction to Comparative Philology for Classical Students. By J. M. EDMONDS, M.A. Cambridge: University Press, 1906. Pp. viii + 235. 4s. net.

COMPARATIVE Philology seems lately to have lost some of its interest, and it is now less commonly taught in schools than it was 15 or 20 years ago. The cause of this change is, no doubt, to be sought in the greater complexity of the science, where no great principles remain to be discovered, and

workers are confined to the elaboration of details.

The shorn and parcell'd Oxus strains along
Through beds of sand and matted rushy isles.

How different it was in the early eighties, when the sonant nasal and the velar guttural swam into our ken!

Bliss was it in that dawn to be alive,
But to be young was very heaven!

The decline of the science in school teaching is much to be regretted, though it is not

surprising in the present congested state of our curriculum. If it is to be taught at all, a short text book is needed, which must not try to cover too much ground. Even Mr. Giles' admirable Manual is too full for a school class book. Mr. Edmonds has now attempted to fill the gap with a short introduction, in which the main principles are explained within the compass of 200 pages.

We may at once say that the book has two merits. In the art of selection Mr. Edmonds shows the tact of the practical teacher; he rejects much that may seem to others essential, and yet he retains enough detail to interest a school-boy, and quicken his memory without causing him to lose sight of the main principles. Secondly, the examples are lively and often original, especially those chosen from English. These two qualities should make the book a success in the hands of any schoolmaster who knows something more of his subject than Mr. Edmonds chooses to tell him.

The book begins with a very clear account of the classification of sounds. The account is quite full enough: indeed, it is possible in practice to carry the simplification of phonetics still further. The affinities of the Indo-European languages are then described, and a very good summary is given of the

historical development of Greek, Latin, and English. Here, in particular, much judgment is shown in selection. The chapter on change, phonetic and otherwise, is admirably illustrated by examples from English, and some prominence is given to the youngest branch of the science—Semantics, sufficient at least to set the intelligent boy thinking about the history of meanings. Vowel-gradation and Grimm's Law are next expounded, and capital examples are given from English to illustrate Verner's Law. Consonants in Greek and Latin are carefully treated, but to the vowels, perhaps wisely, only two pages are assigned, and the book concludes with a short sketch of the history of Comparative Philology.

It will be seen that the author elects to stop short of Morphology and Comparative Syntax, which for Classical Students, for whom Mr. Edmonds caters, form the *pièce de résistance* of the meal. The book, therefore, can only be regarded as an introduction in the strict sense of the term. We cannot, however, quarrel with the author for not doing what he has not professed to do. The book may be heartily recommended; it is very free from mistakes or misprints, and is provided with full indexes.

J. H. V.

SHORT NOTICES

De Ovidio Poeta Commentatio. Scripsit J. J. HARTMAN in Univ. Lugd. Bat. Prof. Ord. Lugduni Batavorum: E. J. Brill, 1905. Pp. 155. M. 3.

PROF. HARTMAN writes Latin with agreeable fluency, and this gift combined with modesty and a naive habit, no doubt induced by the use of a dead language, of taking the reader into his confidence does not dispose us to deal with him harshly; but, with the best intentions, we really cannot regard his Essays as a valuable contribution to the study of Ovid. The first two chapters treat of matters metrical, but *e.g.* the conclusion 'Poetae

Latini legem de vitanda caesura (κατὰ τέταρτον τροχαῖον) non ignorarunt, sed nosse se eam dissimularunt' is not likely to commend itself to scholars. There follows a contention that the last books of the *Metamorphoses* from xiii. 400 onwards exhibit less finish than the preceding ones. Unfortunately many of the instances quoted are entirely illusory. A single example will suffice (p. 23) (*Met.* xiii. 754) of *Acis*:

Signarat teneras molli lanugine malas.

'Restat ergo ut ipse *Acis* suas malas lanugine signasse dicatur, quod tum demum sermonis Latini naturae convenienter dictum