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Translations

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The Classical Review / Volume 31 / Issue 5-6 / August 2009, pp 148 - 148
DOI: 10.1017/S0009840X0000915X, Published online: 27 October 2009

Link to this article: http://journals.cambridge.org/abstract_S0009840X0000915X

How to cite this article:

Alex Lothian (2009). Translations. The Classical Review, 31, pp 148-148 doi:10.1017/S0009840X0000915X

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silvas abdidderunt'; IV. 17, 10, 'si trunci sive naves essent *immissae*'; Cic. *Verr.* III. 79, 'eum frumenti numerum et eas pecunias *datas* esse dico'; *Phil.* II. 12, 'ut esset nemo qui mihi non vitam suam, fortunas, liberos, rem publicam referret *acceptam*.' Again, consider the statement 'Words "taking" a dative, e.g. *occurro*, have to be used impersonally in

the passive.' This is untrue and leads to confusion; *dare*, e.g., takes a dative, but it can be used personally in the passive. No doubt the reader is meant to limit the statement to verbs which are not used transitively in the active voice. But if so why limit it to those which take the dative? It is as true of *curro* as of *occurro*.

TRANSLATIONS.

Ἡδὺν θέροις διψῶντι χιῶν ποτόν, ἠδὺν δέ ναύταις
ἐκ χειμῶνος ἰδεῖν εἰαρινὸν στέφανον·
ἠδιστον δ' ὅπταν κρύψῃ μία τοὺς φιλέοντας
χλαῖνα καὶ αἰνῆται Κύπρις ὑπ' ἀμφοτέρων.

Anth. V. 169.

Suave nives aestu sitientibus; e nive nautae
Suave oculis surgit vere Corona novo;
Suave supra cuncta ut vestis duo texit amantes
Una et agit laudes, Cypris, uterque tibi.

Sweet it is for Sailors' eyes
When the Crown of Spring doth rise
From Winter, and, in Summer sweet
With cool snows to slake the heat;
Sweetest when one mantle covers,
Queen of Love, two happy lovers.

Sweet in thirsty summer founts ice-chilly, sweet to the sailor
In skies wintry to see Spring's happy Crown re-arise;
Sweetest when the lovers one mantle sheltereth over
And both glad together praise Aphrodite divine.

ALEX. LOTHIAN.

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NOTES AND NEWS

DEPUTATION OF THE CLASSICAL ASSOCIATION TO MR. FISHER.

ON Friday, April 27, a deputation waited upon the President of the Board of Education, consisting of Lord Bryce, Sir F. G. Kenyon, Sir A. Geikie, Professors Haverfield, Sonnenschein, Ure, Conway and Slater, Messrs. Rushbrooke, Mansbridge, Garnsey, Edwards, Leaf, Norwood, and Pantin, Misses Limebeer, Strudwick, Powell, and Wood.

Lord Bryce laid emphasis on the difficulty of getting a classical education in many districts, and the need for a special support of classics because it

offers no prospect of pecuniary advantage to the popular mind. Yet the study is essential to the higher intellectual and moral life of the nation. He drew especial attention to the third section of the Memorial printed below. He was anxious that classics should not become a privilege of the rich.

Sir F. Kenyon laid the Memorial before the President, explaining that these proposals were not made with a narrow aim, to secure a position of privilege, but were part of a larger scheme of educational reform, which included, of course, a proper attention to natural science. He pleaded for a proper provision of classical opportunity in schools where it did not now exist: not that