caratteristiche (p.es. l'elevata leggibilità) si ritrovano anche nei testi del V sec. di Gortina. I testi in esame sembrano inoltre preparare la via al "codice": i legislatori del V sec. a.C. dedicarono infatti una particolare attenzione alla realizzazione di raccolte di leggi non solo più grandi e complesse, ma anche decisamente più chiare ed in sè coerenti.

'Writing the Gortyn Code' (145-175) deve essere considerato come il risultato naturale del capitolo precedente qui l'autore istituisce un paragone, divenuto nella ricerca ormai un classico, tra la legge di Gortina ed il codice di Hammurabi. Se da un lato i due testi sono simili limitatamente alla lunghezza del testo ed ai temi giuridici trattati, dall'altro devono essere messe in rilievo anche le differenze: il codice di Gortina si riferisce sempre a leggi, mentre Hammurabi a documenti scritti non classificabili come leggi.

Quale fu il ruolo della legislazione scritta nell'Atene del V sec. a.C.? ('Writing Law in Classical Athens', 176-206). L'abbondanza delle fonti gioca a favore della ricerca: le numerose orazioni dei logografi, scritte in difesa di clienti costretti a difendersi davanti ad un giudice, sono testimonianza dell' importanza delle leggi scritte, per quanto sia da notare che il processo ateniese si svolse su base precipuamente orale. Troviamo qui una conferma di quanto osservato per le epoche precedenti: ad una legislazione scritta (accessibile a tutti) non seguì un uso specialistico della scrittura nel corso delle azioni legali.

Quanto appurato nel corso della trattazione viene qui ulteriormente sviluppato ('Writing Athenian Law: A Comparative Perspective', 206-224). G. propone un paragone tra il mondo greco da un lato ed il sistema legale di Roma e dell'Inghilterra del XII sec. dall'altro. Mentre i Greci riuscirono ad evitare che la giustizia fosse accessibile esclusivamente agli specialisti, i Romani e gli Inglesi crearono ambienti giuridici nei quali l'uso di documenti scritti divenne irrinunciabile. Ciò si tradusse nell'impossibilità per i non giuristi di avere un accesso diretto all'ambito processuale.

Nell'ultimo capitolo ('Writing Law in Hellenistic Greece', 225-241) G. sottolinea che le città greche continuarono, anche all'epoca di Alessandro, a fare un largo uso della legislazione scritta, pensata *in primis* per essere esposta pubblicamente, al contempo l'uso di documenti scritti rimase limitato. L'opposto accadde nei territori conquistati da Alessandro: sulla base di quanto venuto alla luce in Egitto (l'unica delle conquiste del Macedone che abbia fornito un'evidenza materiale adeguata) si osserva che le leggi scritte hanno avuto un impiego limitato, mentre i documenti scritti portarono necessariamente ad una professionalizzazione del mondo giuridico.

Le conclusioni, un'appendice che riporta i testi giuridici citati nel corso della disquisizione, la bibliografia, un utilissimo *index locorum* e un indice dei temi trattati chiudono l'opera.

Il libro qui discusso si rivela uno strumento irrinunciabile per lo specialista e per chi si vuole avvicinare al diritto greco. G. non solo riesce a convincere, ma fa a meno di un "*legalese*" purtroppo largamente utilizzato da altri eminenti studiosi. La chiarezza e l'agilità del suo stile rendono la sua opera accessibile ad un grande pubblico evitando al contempo un'eccessiva professionalizzazione — proprio come le leggi del mondo greco. Peccato che simili libri siano un'eccezione e non la regola.

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Reading Greek, Text and Vocabulary. Part I. The Joint Association of Classical Teachers' Greek Course, Cambridge: Cambridge University Press, Second Edition, 2007. 289 pp. 4 line figures 71 halftones 3 maps. ISBN 978-0-521-69851-1.

Reading Greek, Grammar and Exercises. Part II. The Joint Association of Classical Teachers' Greek Course, Cambridge: Cambridge University Press, Second Edition, 2007. 543 pp. ISBN 978-0-521-69852-8.

The World of Athens, An Introduction to Classical Athenian Culture. The Joint Association of Classical Teachers' Greek Course, Cambridge: Cambridge University Press, Second Edition, 2008. 434 pp. 153 halftones 5 maps. ISBN 978-0-521-69853-5.

Nearly two decades ago, when I began teaching ancient Greek at an Israeli university, I was looking for both a suitable reader and a text-book that would assist the students in learning this language. Several text-books, which were available at that time, were apparently intended to encourage mainly the study of Greek grammar per se; thus they paid less attention to the practice of reading Greek passages. Hence those books provided the students with reading-exercises that contained short sentences and only occasionally brief paragraphs for translation. Moreover, those books followed the older pattern, which went back to the nineteenth century, and assumed that Latin was studied beforehand. Thus, knowing Latin provided contemporary students with a number of grammatical rules that were helpful when they began studying Greek. That practice began to change gradually after the end of World War II. Thereafter, both classical languages were gradually excluded from the school-curriculum. Consequently, both languages retained their former status only in a relatively small number of schools, while in many others Greek disappeared altogether. A great number of schools, however, found it advisable to do away with both languages. Thus the traditional order of study — Latin first and then Greek — ceased to exist, and it was necessary to develop a different system for the study of Greek. Yet, the authors of new text-books seem to have been slow to grasp the changing situation and to adapt their works to the new conditions.

That challenge was met in 1978 with the publication of the first edition of *Reading Greek* (hence *RG*) that was based on a different approach (cf. K.J. Dover's Preface to the first edition of the *Reader*, reprinted on pages VII-VIII of the new *Reader*). Unlike other contemporary text-books, which combined reading-exercises with grammatical explanations, *RG* comprised two separate parts: a *Reader* and a *Running Grammar*. The *Reader*, unlike other books that contained brief and randomly selected sentences, presented the students with whole passages for translation. The main advantage of the *Reader* still appears to me, as it did twenty years ago, to be that it is adapted to the needs of the modern student in the last quarter of the twentieth century and in the first quarter of the twenty-first. The gradual process of reading passages in Greek, accompanied by the systematic study of Greek grammar, seems to be more suitable to the abilities and primary knowledge of modern students. Consequently, by providing them with the useful *Reader*, and with the *Running Grammar*, *RG* has rendered a significant service to the teaching of ancient Greek since its appearance in 1978.

The use of *RG*, therefore, enables the students to learn a certain unit of Greek grammar, and shortly after to practice the recently acquired rules with the help of an adapted passage that suits their level of knowledge at that stage. To be sure, the *RG* Series does not pretend to be a teach-yourself course, although the Series contains a separate guide for the independent student, which was unavailable to me. Therefore, in the first weeks, before the reading of the passages may begin, the teacher has to provide the students with some preliminary and basic rules of Greek grammar, such as the alphabet, the diphtongues, the functions and uses of the various accents, and the three nominal declinations of the nouns and adjectives. However, the study of the first conjugation of the verb, that is, the present indicative and imperative forms, is deliberately planned to coincide with the beginning of reading passages. Thus, the gradual learning of the various temporal conjugations of the Greek verb and of the syntax during the whole year is fully integrated with the subsequent passages, to be found in the various sections of the *Reader*.

So far so good, but the first edition included some shortcomings, which became apparent as time went on. As previously noted, the first part, which contained the graded *Reader*, was user-friendly and a helpful tool in the teaching of ancient Greek. Nonetheless, the second part, which

consisted of the *Running Grammar*, proved less useful. For instance, the vocabulary for each passage of the *Reader* was originally placed in the *Grammar*, thus making its use in class much more complicated. Second, both the *Reader* and the *Running Grammar* lacked indices of any kind and general vocabularies that could provide the students with the necessary information. Third, text-books as a rule use all kinds of aids such as tables etc. in order to assist the student in the systematic study of Greek grammar and syntax. The absence, however, of such technical aids in the second part clearly made the study of Greek grammar much more difficult. Hence another text-book had to be employed in order to provide the students with a survey of Greek grammar. Fourth, the modest and rather dull outward appearance and relatively small format of the two parts of the first edition, with its small though readable script, were quite unattractive to the modern student.

In the two parts of the second edition, published in 2007, the above-mentioned shortcomings have been corrected and other substantial improvements have also been introduced. To name but a few: although the texts that were included in the old *Reader* were retained, the appropriate vocabulary has been transferred from the second part (*Grammar*) and placed next to the passage, thus making the work on the text much easier. Still, it remains the teacher's responsibility to provide the students with the basic grammatical information so that the reading may actually begin after several weeks. Second, the format of the book nearly doubled in size, and the font of the Greek passages is much bigger, thus making the task of reading the Greek passages much more agreeable. A considerable change may also be observed in the place allocated in the Series to the Companion Volume, *The World of Athens*. That Companion, which was published for the first time in 1984, had been originally designed as an integral part of the Series, but in fact remained a separate volume. However, in the second edition, extracts from the Companion have been integrated within the *Reader* next to the relevant Greek passages, and cross-references have also been introduced. This additional information illuminates the passage under discussion from other points of view, such as historical, political, economical, geographical etc. Hence the new Companion appears to serve its purpose much better than before in building a bridge to ancient Greek civilization, a much-desired by-product of any text-book.

At this point, for reasons of space, I would like to add just a few comments concerning the useful Companion, *The World of Athens*, which appeared in 2008, and in fact deserves a review of its own. The teaching of Greek ought not to be regarded as an aim by itself, but as paving the way for the students to ancient Greek civilization and to its values, many of which became important for Western civilization. Hence this language should be taught in its various contexts, and this is why this Companion is so laudable. For those students who are less familiar with Greek history and culture, the Companion has been composed as a general introduction to Classical Athenian culture, which later on became an integral part of the legacy of ancient Greece.

Unlike the *Reader*, the *Grammar* appears to have undergone a thorough revision, and provides the students with a practical and helpful tool for learning Greek grammar. This part contains five sections: A) Running Grammar (1-367); B) Reference Grammar (369-463); C) Language Surveys (465-495); D) a Vocabulary and E) Index (497-543). Hence, contrary to the old *Grammar*, the new volume comprises both running and systematic grammar, better presented and explained than before, and redesigned in a technically superior and attractive manner. To judge from the positive reactions of two groups of students since 2007 to the new *Grammar*, it may reasonably be concluded that the huge and impressive work of the Team of the Joint Association of Classical Teachers in England on its revision has met with considerable success.

To sum up, the second edition of *RG* in its new and revised form provides both the teacher and the student with a valuable tool, which enables both to teach and learn an ancient language that is still alive in many spheres of modern life.

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