

**A PRACTICAL  
GREEK METHOD  
FOR BEGINNERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9781760576080

A Practical Greek Method for Beginners by F. Ritchie & E. H. Moore

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Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

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**F. RITCHIE & E. H. MOORE**

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## *PREFACE*

AN attempt has been made in this Book to combine the teaching of Syntax and Accidence, and to indicate a method whereby the latter may be taught in the order required by the gradual development of the Simple Sentence. The common plan of entirely separating Syntax from Accidence, and teaching the whole or greater part of the latter before the pupil commences translation or composition, seems to have the effect of loading the boy's memory with an undigested mass of forms, of the practical use of which he has no experience. The beginning of translation is likely to be, on this method, a series of conjectures and gropings in the dark, and the mental confusion which accompanies such a beginning can only with difficulty, if at all, be reduced to anything like clear comprehension. The cause of the confusion is obvious: the types have been learnt parrot-fashion, one by one, but their practical use is thrust on the learner all at once.



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The principle on which this book is based is that theory and practice should run in parallel lines; that as soon as a single Tense or Declension has been taught, abundant practice in its use should be afforded, and that this method should be followed till the Accidence, as far as the Regular Verbs, has been progressively mastered. Care has been taken that no form or construction shall be employed without previous explanation and example, and that, when such a form has once been employed, it shall appear again and again in the exercises. It is hoped that, when the pupil is then put into some easy author, the mere forms of the words will offer no difficulty and that his whole attention can be devoted to the constructions.

The Exercises are in the form of short disconnected sentences, the Authors believing that a form or construction can be thoroughly taught only by constant repetition, such as it is almost impossible to introduce into a connected narrative. It follows from the form of the Exercises, and from the exclusive use in them of pure verbs that they may be often uninteresting. This consequence has been deliberately accepted, it being thought far more important that a given point or set

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of points should be thoroughly illustrated, than that the pupil should be amused. Moreover, though it must be admitted that, for translation from Latin or Greek into English, a story possessing some interest is better, *cæteris paribus*, than one that possesses none, it is very doubtful whether the same can be said of material for composition. The pupil reads the story with delight, but the process of turning it into Latin or Greek is equally irksome to him whether his material be Joe Miller or Johnson.

Considerable pains have been taken to preserve a uniform arrangement of matter throughout the book, the Accidence being exhibited and explained on the left hand, while the Exercises illustrating it and Notes on Construction are placed on the opposite right-hand page. The importance of uniformity and clearness to the eye (especially in books for young boys) is so familiar to experienced teachers that little justification may seem to be required of the attention here given to a merely mechanical arrangement; but the frequent neglect of this consideration indicates how easily its importance is overlooked.

The Authors wish to acknowledge the kind assistance

they have received from Mr. Arthur Sidgwick of Oxford, Rev. F. D. Morice of Rugby School, and Mr. E. D. Mansfield of Clifton College.

F. RITCHIE

E. H. MOORE

THE HIGH SCHOOL,  
PLYMOUTH, 1880.