

**INTERCOLLEGIATE CLASSICAL  
SERIES. GREEK COMPOSITION  
FOR COLLEGES: WITH EXTRACTS  
FOR SIGHT-TRANSLATION**

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Translation by Augustus Taber Murray

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**AUGUSTUS TABER MURRAY**

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Intercollegiate Classical Series

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GREEK COMPOSITION

FOR COLLEGES

WITH EXTRACTS FOR SIGHT-TRANSLATION

BY

AUGUSTUS TABER MURRAY, Ph.D.

PROFESSOR OF GREEK IN THE LELAND STANFORD JUNIOR UNIVERSITY

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## PREFACE

This book has grown out of a need in my own freshman classes of a book that would supply material for work in Greek Composition adapted to college use. To supply the material is its main purpose; as to its use complete freedom is left to the individual teacher.

That the reading and the writing of Greek should go hand in hand is a view now, I think, universally held; and this end is best attained if the English exercises are based upon the text of some Greek author. I have, from firm conviction of the wisdom of the course, used a number of Greek authors, and have therefore printed the Greek. There is no one author universally read during the freshman year, so that it could be assumed that the Greek text would already be in the hands of the students, and, if there were, I should none the less have chosen the present course. For it seems to me better that the exercises should not all be based upon the text of a single author, however interesting and important that author might be. Monotony is thus avoided, the student's interest is increased—a matter of prime importance—and at the same time he is introduced to a broader field.

The bulk of the book consists, naturally, of extracts from the historians, and the arrangement is roughly chronological, although, for obvious reasons, Xenophon precedes Thucydides and Herodotus has been put last. The extracts cover the most important and the most interesting events in the history of the fifth century, and I have purposely given parallel accounts of the same event where it seemed

feasible. The student will thus learn a little history at first hand, and will be brought face to face with historical problems. For his further guidance references to the larger histories of Greece accompany the extracts; those to Grote are to John Murray's ten volume edition. The teacher will, of course, follow his own judgment in reading all of the parallel accounts, or in omitting some; and he will, doubtless, often choose to supplement the matter here given by other passages, speeches from the historians, and extracts from the orators, which are not included. Oratory is obviously ill-adapted to the purpose of this book; the passages taken from Lysias, Isocrates, and Demosthenes are narrative, not rhetorical, and must not be regarded by the student as wholly characteristic.

Historical narrative, however, even if drawn from various authors, orators as well as historians, should not be the only basis for work of this sort. Simple narrative is, of course, desired, and historical narrative most readily suggests itself; but, if no other authors are used, the student's work will inevitably be of a more or less stereotyped form, and the breadth of view desired will, at best, be attained in a measure only. Hence I have included something from Plato—and the dramatic opening of the *Protagoras* is unsurpassed in vividness and interest—some stories less distinctly historical, drawn from various sources, a few of Lucian's dialogues, and a single sample of late sophistic writing, taken from Achilles Tatius. For these last, and for the inclusion of Herodotus in his Ionic dress, I make no apology. The hints given in the notes and the suggestions of the teacher will prevent corruption of the student's pure Attic, and he will enjoy his work more, and, I am convinced, gain more by their inclusion. Some supplementary exercises, based upon Plato's *Apology* and *Crito*, have been added at the end. For these it seemed needless to print the Greek.

In the treatment of the text I have taken few liberties.



In the main, save that words usually enclosed in brackets have been omitted altogether, it will be found to agree with that of standard editions, although in a few words, *μείγνυμι*, *ἀθρόος*, etc., the spelling has been made to conform to newer standards.

The notes to the Greek extracts are meant to afford such help as the student will need for sight translation. They, therefore, do little more than supply the meanings of the less familiar Greek words, and it should be said that the translations given are meant to be suggestive rather than final. In this much depends on the teacher, and no book can take his place. To each English exercise I have also appended a few notes, which supply the words not directly suggested by the Greek text and give an occasional hint as to syntax. Some will, perhaps, miss references to the grammars, but, by the time the student takes up work of this sort, he should be able to use his grammar for himself, and, in general, the Greek upon which the exercise is based will be his guide in syntax as in vocabulary.

Brief biographical introductions have been prefixed to the first extract from each author. If referred to by even a few students their insertion is justified. In these, and throughout the book, I have retained the conventional spelling of the proper names, from a desire to avoid all semblance of pedantry.

My thanks are due to Dr. Edward Capps, of the University of Chicago, for helpful suggestions and for assistance in seeing the book through the press.

LELAND STANFORD JUNIOR UNIVERSITY.

January, 1903.



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