

GREEK LEADERS

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Greek Leaders by Leslie White Hopkinson

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LESLIE WHITE HOPKINSON

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BY

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UNDER THE EDITORSHIP OF
WILLIAM SCOTT FERGUSON
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HARVARD UNIVERSITY



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CONTENTS

INTRODUCTION	v
SOLON	1
THEMISTOCLES	19
PERICLES	37
ALCIBIADES	59
SOCRATES	79
AGESILAUS	103
DIONYSIUS THE ELDER	125
EPAMINONDAS	147
DEMOSTHENES	171
ALEXANDER THE GREAT	197
ARATUS	223
SUMMARY OF GREEK HISTORY	245
INDEX	249

ACKNOWLEDGMENTS

IN trying to present in one short and readable volume the results of the best scholarship applied to eleven different subjects, I have of course had to consult a great number and variety of authorities, more than it is practicable to enumerate here. My obligations, however, to the various translators upon whom I have so freely drawn must be acknowledged in more detail.

The version of Plutarch is "that commonly known as Dryden's," revised and edited by Arthur Hugh Clough. Those of Thucydides and Plato (the *Banquet*) are Jowett's, while the passages from Plato's *Apology* and *Phædo* are taken from an anonymous translation published in 1879 under the title of "Socrates," with an introduction by Professor W. W. Goodwin. For the extracts from the orations of Demosthenes I am greatly indebted to Mr. Pickard-Cambridge's *Demosthenes and the Last Days of Greek Freedom* (G. P. Putman's Sons). As for the metrical versions of Solon's poems, those in rhymed hexameters and in blank verse are taken from Mr. F. G. Kenyon's translation of Aristotle's *Constitution of Athens* (G. Bell & Sons, Ltd.); the passage beginning, "Solon surely was a dreamer," occurs in Clough's Plutarch (*Life of Solon*); while the elegiacs are an experiment of my own. In quoting the *Clouds* of Aristophanes I have taken the great liberty of combining the standard translation of Mr. B. B. Rogers (G. Bell & Sons, Ltd.) with that introduced by Mr. A. D. Godley in his *Socrates and Athenian Society*. For all these I wish to express my thanks.

L. W. H.

INTRODUCTION

THIS book is especially designed for use, in conjunction with a textbook, in high-school classes in ancient history. It bases its claim for consideration in this connection primarily on the fact that it consists of biographies of manageable length which combine attractive literary form with real merit as history.

It is hoped that *Greek Leaders* may find a place in that select group of books which, being complementary to the textbook used by the class, are as indispensable to the schools as is the textbook itself. Ideally such books should be in the hands of every pupil; but since this is not always practicable, it is now generally recognized that there should be at least one copy of them in the school library for every five pupils in the class. The teacher must have available such a number of copies of these books that pupils may be able to do the reading assigned by him without jostling one another. Nothing dampens the ardor for reading of students of history so quickly as inability or time-consuming difficulty in "getting the books."

The reasons for the existence of "collateral reading" in connection with history instruction in high schools and academies are generally recognized. One of them, however, has, I venture to think, been insufficiently emphasized. Perhaps it applies peculiarly in the field of ancient history. These circumstances have brought it about that writers of textbooks, forced not only to include in one volume of fixed dimensions the history of Greece and Rome and the history of the Near East and the early Middle Ages, but also to enrich their narrative of events by taking account

of social, economic, and cultural developments, have been unable to furnish more than well-proportioned summaries. Such *manuels* afford an excellent basis for classroom work, and they have been found indispensable in the teaching of history both in America and Europe. But they are commonly not good samples of history writing. They do not dwell long enough on situations and actors, or on societies and forces, to give the imagination a fair chance to construct plots or visualize communities. In them there is no room for eloquence, no opportunity to linger Herodotus-wise on pleasant bypaths, no space to register the ups and downs of affairs. All is inexorable quick-march. They are, therefore, condemned in advance to be rarely or never interesting. They are too compact for that. In the schools of France they are taken as the point of departure, not so much for analyses by the question-and-answer method, as for oral narratives developed with the literary and dramatic skill for which French teachers are distinguished. Thereby the French pupil is introduced to real history. In America this introduction must be, and commonly is, made through collateral reading.

It is, therefore, important in the highest degree that the books by which the textbook is supplemented should be chosen, both as regards type and individual volume, with the utmost care. Yet of one kind of work the choice is inevitable, as is shown by the accord in this particular, so seldom secured in other matters, of school teachers and college examiners: *biography* must form an essential part of the collateral reading of pupils taking up the study of ancient history in their secondary-school course. It is not biography of the child's story order, where the persons and not the times, the epochless, nationless, timeless heroes and heroines are the objects of interest, that is demanded. Nor is it biography, like Plutarch's, where incidents and policies

are indifferent in themselves so long as they betray character. The biography that is sought has this in common with all biography that it subordinates tendencies, movements, enterprises, collaborators to a dominant personality in a way that makes them intelligible and interesting, especially to boys and girls; but it differs from the varieties of biography already described in that it gives seriousness and significance to its subjects by exhibiting them at work on the most momentous problems of their own people, state, and age.

How well the eleven Greek biographies included in this particular volume meet justified demands may be left to the reader to decide. They have the advantage over biographical passages from extended histories that a whole has over a fragment, over biographical sketches from encyclopædias that an essay has over a *résumé*. They will probably be found much more serviceable in school use than one detailed biography of equal length. They are written by an accomplished teacher, and for that very reason, perhaps, are not written down to the assumed level of children. "One reason," writes Professor Henry Johnson in his authoritative work on the *Teaching of History*, "why American estimates of the ability of children to cope with history are lower than similar European estimates is the American habit of translating history so largely into the reading vocabulary of children."

WILLIAM SCOTT FERGUSON.

