

**GREEK LESSONS. PREPARED
TO ACCOMPANY THE
GRAMMAR OF HADLEY
AND ALLEN**

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Greek Lessons. Prepared to Accompany the Grammar of Hadley and Allen by Robert P. Keep

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ROBERT P. KEEP

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GREEK LESSONS.

*PREPARED TO ACCOMPANY THE GRAMMAR OF
HADLEY AND ALLEN.*

BY

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PREFACE.

THE Greek Grammar of Hadley and Allen has won for itself the position of a standard Manual of the Greek language, and is widely recognized as a book which every American student of Greek should possess. The only question is whether it should be purchased at the very outset or whether a beginning should be made with a smaller and less complete grammar, this latter to give place after a year or two to the fuller treatise. The writer believes that there is a great advantage in commencing, at the start, the study of that grammatical manual which will serve the student until the very end; and it was in the hope of making the path to the acquaintance with the New Hadley clear, sure, and not unnecessarily difficult, that he was induced, more than two years ago, to undertake the preparation of these Lessons.

The Lessons are intended to serve as a companion and guide to the Grammar; in no sense to supersede it or to take its place. The Paradigms will therefore usually be learned in the Grammar, yet, for

the advantage of the beginner, some of the earlier paradigms have been given entire in the Lessons. In every such case, the paradigms are printed in the same type and arrangement as in the Grammar, and the student should be required to refer to them (in the Grammar), and to mark them there. The Rules of Syntax are introduced as the need for them occurs, are always stated in the language of the Grammar, and the section number, indicating where each is found, is added at the right-hand margin. In the Exercises, the editor has not confined himself absolutely to Xenophontic words. He has not infrequently introduced sentences which might occur in the conversation of to-day, and has occasionally inserted passages from the New Testament and from the Septuagint version of the Old Testament. To some the earlier vocabularies may seem short and the earlier sentences scanty. This feature is due to the writer's sense of the importance of concentrating the pupil's first effort upon the study of grammatical forms. A very few words and a half-dozen phrases well learned each day are far more useful to the beginner than twice that number written out at great expense of time and then forgotten. Much thought has been given to the order in which the different grammatical topics have been taken up. The constant aim has been to present difficulties, one at a time, and to lodge each new principle firmly in the pupil's mind, before passing to another. Hence arises

the postponement of the Third Declension, and of other Tense-Systems than the Present, to a later point than is usual. Hence, also, the presentation of the common and μ verb-formations side by side, that the pupil may not get the erroneous idea that the second is something exceptional or radically different from the first.

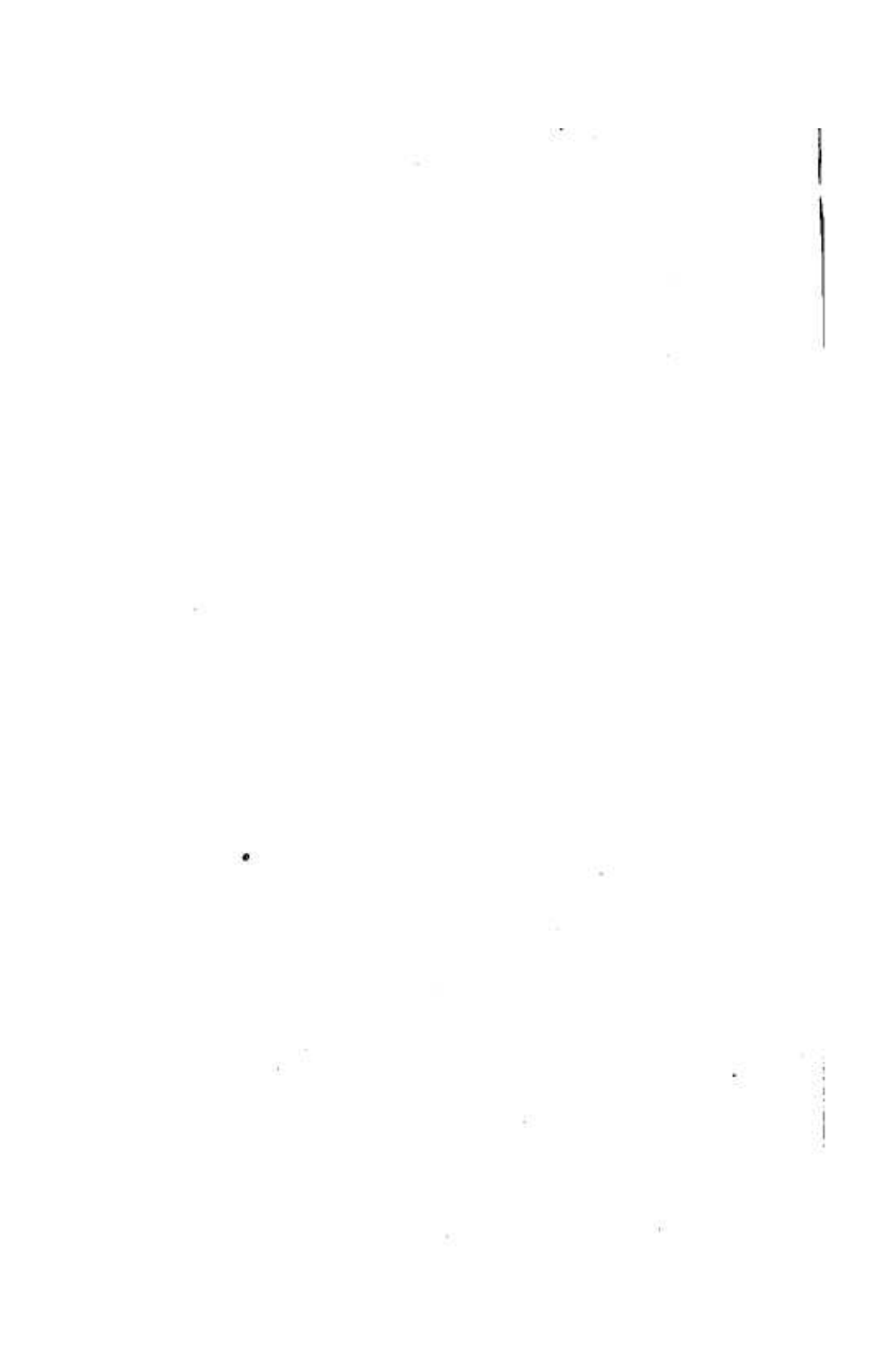
It is recommended that the grammar sections indicated at the head of each lesson be carefully and distinctly marked in the Grammar. The pupil will thus construct for himself, as he progresses through the Lessons, a Skeleton Grammar, and this abridged grammar he will have completely learned when the Lessons shall have been finished.

The various Appendixes will explain themselves, as will likewise the introduction of a portion of the Anabasis as the foundation of the last thirteen lessons. The transition from the disconnected sentences of most elementary books to the connected narrative of Xenophon is extremely difficult. The plan here employed will, it is hoped, diminish the difficulty of this transition.

Suggestions from every quarter will be most thankfully received.

ROBERT PORTER KEEP.

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