

**FIRST LESSONS IN GREEK;
ADAPTED TO THE GRAMMAR OF
GOODWIN, AND TO THAT OF
HADLEY AS REVISED BY
FREDERIC D. FOREST ALLEN**

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by Frederic D. Forest Allen by James Robinson Boise

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JAMES ROBINSON BOISE

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ADAPTED TO

THE GRAMMAR OF GOODWIN, AND TO THAT OF HADLEY
AS REVISED BY FREDERIC D. FOREST ALLEN.

BY

JAMES ROBINSON BOISE,

EDITOR OF XENOPHON'S ANABASIS, OF THE FIRST SIX BOOKS
OF HOMER'S ILLAD, ETC.

A New Edition,

REVISED WITH ADDITIONS,

BY

JUDSON G. PATTENGILL,

PRINCIPAL OF THE HIGH SCHOOL IN ANN ARBOR, MICHIGAN.

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1893.

P R E F A C E.

THE following exercises are intended, as the title-page indicates, to prepare the beginner in Greek for the study of Xenophon's *Anabasis*. While therefore the aim has been to furnish a sufficient amount of grammatical knowledge, so that the learner may enter successfully, and without too sudden a transition, upon the study of a Greek author, the fact has not been lost sight of that too many difficulties are often placed in the path of the learner at the very outset. I am encouraged to hope that the end has been attained; and, at the same time, that the error of condensing too much into too limited a period of study has been avoided. These exercises were written for a class in the preparatory department of this University, and have been found, for this class at least, to involve grammatical information sufficient for an introductory work; nor has the transition from one exercise to another, or from these exercises to the *Anabasis*, seemed to be too abrupt.

It will be perceived that the object of this work is not to familiarize the learner with the more difficult rules of syntax, but with the ordinary inflection of words, such as occur in Attic prose. It is no small attainment when one has learned to put together correctly and easily the article, the adjective, and the substantive; and to perceive

instantly the force, either by the eye or by the ear, of the different cases and numbers, with or without the article; and, in the verb, of the different modes, tenses, voices, numbers, and persons. A judicious use of these exercises will do much towards the attainment of this end. They are purposely made as simple as possible, that a greater number of forms may be involved, and that repetition — a grand secret in the acquisition of any language — may be carried to as great an extent as practicable. Should any teacher find them too long, they can be abridged by omitting a few of the sentences in each exercise. It is hoped, however, that this will not be found necessary. It is but just to say, that in the plan of the work and in the preparation of the separate exercises, many useful hints have been obtained from Harkness's Introductory Latin Book, — a work combining simplicity and perspicuity with exact scholarship and practical utility in a very rare degree. Much knowledge, which the learner is supposed to have acquired in the study of that work, is presupposed in this.

No attempt has been made in the following exercises to indicate with exactness the length of the lessons. This must vary considerably with different classes according to their age and capacity; and should be left to the good judgment of the teacher. Every experienced teacher knows that nothing is gained, and very much lost, by hurrying over the rudiments of any study. The great danger, especially in our country, lies in too great haste; rendering all the acquisitions, both of teacher and of pupil, inaccurate and superficial.

The constant use of blackboards, extensive enough for an entire class, cannot be too strongly recommended. Noth-

ing else will secure entire accuracy, particularly in the accentuation. The practice of writing the inflections, and the Greek sentences in the advance lessons, on the black-board, and of reciting those in review orally — with as much promptness, accuracy, and distinctness as possible — is perhaps the best method.

The derivations of Greek words which are not primitives, and of English words from the Greek, are occasionally given; yet much in this field has been purposely left to the teacher. Much also of this work may better be postponed till a later period in the study; as the mastery of the inflections should be the first object, and receive nearly undivided attention.

Few directions are given in this work for parsing; partly, because it is supposed the learner has already studied Latin, and may in Greek adopt the same methods with which he has already become familiar; partly also, because the old, humdrum, mechanical system of parsing may be carried to a very injurious extent. While in many schools it has been entirely neglected, to the ruin of all thorough and exact scholarship, in a few, and those among the best in the country, it has probably occupied too much time, at the expense of familiar and varied exercises in the construction of phrases and sentences. The more constantly these latter exercises are resorted to, under a skilful and wide-awake teacher, who really understands Greek, the more rapid will be the advancement of the learner, the greater his interest in the study, and the more accurate, critical, and thorough his knowledge.

On reaching the verb, the learner will find his exclusive attention given for some time to this alone, without involv-

ing other parts of speech, or any rules of syntax. The author believes that if this plan is adopted and faithfully carried out, it will secure greater familiarity with the forms of the verb than is usually attained, with even less than the usual difficulty. The admirable development of the verb by Professor Hadley, carefully and patiently followed through to the end, secures a most perfect mastery of the subject. For the sake of variety, a few other verbs are introduced into the exercise besides λύω, which is not quite perfect as a paradigm, on account of the irregularity in the quantity of the stem (See Lesson X., foot-note). Although τίω is not used in Attic prose, yet it has been introduced into the following exercises, in connection with λύω, on account of the regularity and simplicity of the forms. The verb βουλεύω, which in its mere forms serves so well as a paradigm, does not present quite so clearly to the mind of the beginner the distinction between the active and middle voices; and hence is not introduced among the earlier exercises on the verb. It is to be regretted that, in some works for beginners in Greek, a false, or at least highly improbable, meaning is assigned to the active voice of this verb. (See Liddell and Scott's Greek Lexicon, βουλεύω.)

In the mode of writing ρρ (without the breathings), the usage more prevalent in Germany within the last few years has been followed. If any teacher prefers, he can require his pupils to write ῥῥ (with the breathings). The acute accent is preserved before a comma; although the most recent usage, as seen in the editions of Teubner, seems to favor the depression of the acute accent, when followed by a pause no longer than a comma.

Throughout the entire work, the English exercises (to

be turned into Greek) have been so constructed that the learner will derive essential aid from the Greek sentences immediately preceding. In this way, questions in respect to arrangement, and many other points, may at once be practically settled.

No previous work of the author's has been offered to the public with such unfeigned diffidence; partly, because no two teachers pursue the same method in beginning a language; but chiefly, because some experience has proved the difficulty of avoiding imperfections and real blunders, which are very humiliating.

To those many friends who have so kindly encouraged the author in the present and in former efforts, sincere thanks are here offered.

JAMES R. BOISE.

UNIVERSITY OF CHICAGO, June, 1870.

PREFACE TO THE EDITION OF 1889.

THE principle on which these exercises have been arranged may perhaps be called "the progressive method;" that is, to begin as Greek Grammars are ordinarily arranged at the beginning, and to proceed from the simpler to the more difficult parts, neither too rapidly nor too slowly. The arrangement was approved by the late Professor Hadley in the words, "your plan is excellent."

The numerous changes which have been made in the grammars, since the first edition of these Lessons was published in 1870, render it necessary that changes should also be made in the references; and at the same time, it has been thought best that some alterations should be made in the Exercises. This work has been entrusted to Prof. J. G. Pattengill, whose name appears on the title-page. His critical scholarship, his experience in teaching, and especially the fact that he was chosen by the late Prof. Elisha Jones to have charge of future editions of his Latin works, inspire me with the fullest confidence that his part of the work has been well done.

JAMES R. BOISE.

CHICAGO, 1889.