

**THE BEGINNER'S GREEK
COMPOSITION, BASED
MAINLY UPON XENOPHON'S
ANABASIS, BOOK 1**

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The beginner's Greek composition, based mainly upon Xenophon's Anabasis, Book 1 by
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ANABASIS, BOOK I

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PREFACE.

COLLEGE admission requirements in writing Greek practically determine the scope and fix the aim of instruction in the schools. Though these requirements vary in degree, they point to the same end — power and knowledge of the language sufficient for translating easy narrative or address into Attic Greek. So far as amount of acquisition can be approximately measured, nothing could be more reasonable and just. By working consciously and definitely toward that goal by the best method, the learner is sure to derive the highest benefit that the study can yield.

But what is the best method, or at least, a good method? It is now pretty generally ad-

mitted that it is not one that divides and divorces writing from reading. Assuming that the learner has a good mastery of inflections and such knowledge of simple constructions as is ordinarily acquired in the first year's study, the basis of exercises for beginners should be a Greek text that he has read and studied with care. In this way the learner turns to account not only all that he has consciously acquired, but what, on the whole, is of greater importance, all that he has unconsciously absorbed.

The *ipsissima verba*, then, of a Greek text constitute the foundation and the model; the ability to translate connected English into Greek is the goal. The question then arises, shall practice in writing be applied to and accompany a large area of text, or shall it rest in the elementary stage upon a limited portion of an author? The editors, as will be seen, have chosen the latter alternative, and have based

the main part of the exercises upon the first book of Xenophon's *Anabasis*.

The method assumes of necessity, and this is conceived to be one of its chief recommendations, great familiarity with the original. Such a ready command of the Greek original can neither be required nor expected of more than a limited amount of text. Nor is it essential. Not all of the seven books of Xenophon's *Anabasis*, for example, afford illustrations of every Greek construction ; but any one book furnishes more than most students master. The case is not the same as in Latin, where a much wider and more various reading precedes and accompanies Latin Composition.

Another consideration carries with it great weight. Since the power of the student, at the end of his preparatory course, to translate connected English of some complexity into Greek is the measure and test, on one side, of his

grasp of the language, it should obviously be greatly to his advantage to be practised from the beginning in dealing with simple, but still continuous English.

This principle of continuity in the exercises, so seemingly necessary, if the student is to catch the essential spirit and style of the Greek, is the distinguishing characteristic of this book. In no part and in no single exercise are the sentences detached and unrelated. The sentences for oral translation, though short, simple, and for convenience, numbered, substantially repeat in altered form, the story of the original.

Finally the young learner must be launched upon waters less familiar and cease to hug a known coast. In other words from reproducing, in a sense, an original that he has seen, he must reproduce an original that he has not seen. The transition would, as yet, be too abrupt to passages based on no Greek text.

The style and vocabulary should not be quite unlike what he has become familiar with. Accordingly the book concludes with longer English passages, which are largely translations from different works of Xenophon, and include a few recent Harvard entrance examination papers, with here and there a note.

It is hoped that many teachers will welcome the brief notes appended to each exercise calling attention to correspondences and differences between Latin and Greek. Here is a considerable body of material for comparison of words, idioms, and constructions in the two languages. The editors have learned, in their experience, to appreciate the value of such comparative study. They find that it aids the memory in the acquisition of both languages, cultivates habits of observation and reflection, and thereby adds zest to study. These notes are perhaps sufficient by way of stimulus and suggestion,