

A PROGRESSIVE GREEK DELECTUS

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A Progressive Greek Delectus by Henry Musgrave Wilkins

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HENRY MUSGRAVE WILKINS

**A PROGRESSIVE
GREEK DELECTUS**

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PROGRESSIVE GREEK DELECTUS,

FOR THE USE OF SCHOOLS.

BY THE

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PREFACE.

A SUGGESTION from Dr. Temple, the Head-master of Rugby School, that "a carefully done Greek Delectus was urgently needed," originated this little book. I found his opinion shared by various scholastic authorities, to many of whom I am much indebted for the valuable counsel they have ever been ready to afford me — especially to the Rev. G. G. Bradley, Principal of Marlborough College; Mr. G. F. Harris, and the Rev. B. H. Drury, two of the Masters of Harrow School; Dr. Brodrick Scott, Head-master of Westminster; the Rev. Wharton Marriott, one of the Masters of Eton College; the Rev. E. Hamilton Gifford, Head-master of King Edward's School, Birmingham; the Rev. B. Cowley Powles, Head-master of the Proprietary School at Blackheath, and the Sub-warden of Radley College, near Oxford.

The importance of a thorough initiation in the rudiments of the Greek language will be generally acknowledged, especially by those who are painfully aware how fruitful in academic "Plucks" is a careless

training in Greek Grammar. Without a complete mastery of the Accidence, the scholar—if I may borrow a pun the literary history of which is amusingly given in Moore's "Life of Lord Byron,"—is always in danger of defeat, like Napoleon in Russia, by the *elements*. Accuracy is indispensable to the highest classical attainments. It would have saved Schneider from writing *προϊᾶσιν* and *ἴστο* for *προΐασιν* and *ἴστο*, in Xenophon*; Heindorf from conjecturing *ἀπολαυσάμενοι* instead of *ἀπολαύσαντες*, in Plato, Phædr. p. 234 B., or deriving *ἰστέου* from *ιδεῖν*, Theætet. p. 202 E., and Stalbaum from explaining *σκεπτέον* by *σκέπτειν* (!) *δεῖ*, Theætet. p. 179 D.

This book is founded upon Bishop Wordsworth's "Accidence," and is constructed on the principle that a Delectus should be a *Grammar teaching by example*; a thorough illustration of Accidence and Syntax, part by part, in an expanded form. With this view, instead of giving prolix exegetical notes, I have confined myself to marginal references to the Grammar, step by step; save in exceptional cases, in which either idiomatic phrases or cardinal niceties of construction seemed to demand brief exposition. The object of a Delectus is to teach parsing, the formation of tenses, moods, and other

* Xen. Venat. vi. 15: *Αἱ δὲ [ῥῖνες] ὑπὸ χαρᾶς καὶ μένους προϊᾶσιν ἰδιόλουσαι τὰ ἴχνη, κ.τ.λ.* *προΐασιν* must be meant, otherwise *προΐενται* would have been used. It is just possible that *ἴστο* may be intended for the med. of *ἴμι*, *ἴδο*. Its middle forms, *ἴμαι* and *ἴμην*, are, however, doubtful, and are absolutely rejected by some critics, e.g. Elmsl. on Soph. O. T. 1242, and L. Dind. on Eur. Suppl. 699, who write *ἴμαι* and *ἴμην*, κ.τ.λ.

inflexions: it is therefore suicidal to tell the pupil in a note—as some have done,—that λαβών is the 2 aor. partic. act. of λαμβάνω, whereby at once the learner's task and the true function of a Delectus are virtually cancelled. There is so much oral teaching in Delectus forms that it seemed superfluous to insert "Rules for Parsing:" some, indeed, are given in the Grammar; while, in many schools, printed rules drawn up by the Masters are placed separately in the Pupils' hands. For the same reason—the prevalence of oral teaching—I have not scrupled to refer to the syntax in the margin: not that I presume the Pupil to be already acquainted with it: but reference to it, with the Tutor's aid, when needful, will familiarise him with its rules, show their scope and practical bearing, and render them less liable to be learnt merely by rote, at a subsequent stage, when the syntax is systematically taught.

As regards *the small type* of the Grammar, the practice of schools varies. Sometimes it is not learnt at all until the Delectus stage is past: in other schools parts of it are taught by the Tutor orally. Though very valuable, it is rather minute and elaborate for an elementary Grammar. But as some of it is essential, and as a Delectus is a convenient vehicle for teaching its most useful portions, I have frequently referred to it. To avoid confusion, the illustrations of it have been placed apart from the sentences which exemplify *the large type* in the earlier chapters, while in the chapters on the verb I have referred *specifically* to it. The *observations* which

constitute the *small type* are cited exactly as they appear in the Grammar: e. g. *sect. 41, obs. 1*. On the other hand, where the section only is quoted, e. g. *sect. 41*, the *large type* only is referred to. It will be optional to the Tutor to use or dispense with these references at discretion. A question addressed to the Pupil will readily ascertain whether or no he has consulted the sections of the Grammar to which reference is made.

The Delectus will be found to follow the Grammar step by step. The earlier chapters, down to the verbs, consist of very simple combinations of nouns and adjectives with prepositions. The few verbs which unavoidably occur — and without *some* verbs such clauses would become idealess and tiresome — are limited to the *present indicative of verbs in ω of the four first conjugations*. It has, however, been found impossible to dispense with the verb *εἶμι*, which can easily be studied in advance at *sect. 80* of the Grammar. With this exception, the Delectus presumes only on the Pupil possessing some acquaintance with the *large type* down to the end of the pronouns. Its arrangement will explain itself. I need only mention that I have classified the deponent verbs as Deponents Middle and Passive, according to Mr. Jelf's and Dr. Kennedy's grammars, and have placed them apart from the Defective and the Irregular verbs. The tenses, &c. of *ἵημι* and its compounds, and of *εἶμι* and *εἴμι* and their compounds, have also been separately exemplified. Tutors are well aware how much confusion springs from

the — in many cases — very similar inflexions of some of these verbs.

To preclude any risk of confusion, I have avoided alike poetical structures and dialectic varieties, confining myself to Attic Greek. None of the examples are “made”: they are selected from the purest Attic writers. The occasional dryness of the sentences will, I hope, meet with excuse, considering the necessity of drawing solely from the classic spring, and of exemplifying fully the various inflexions. In some cases, I have referred, for verification, to the sources of the extracts.

It is hoped the Lexicon will be found a faithful interpreter of the text. This, indeed, is the more requisite, inasmuch as the citation of classic authors involves the use of idiomatic language, which the passages are sometimes too brief to explain by virtue of their context: and but few explanatory notes are given. Idiomatic senses of words are mentioned in the Lexicon only when they occur in the text. I have not presumed to imitate a certain compiler in the transparent folly of inserting or rather forging tenses, &c. not in use, *e. g.* βέβλεμμαι (!) from βλέπω. To avoid superfluous bulk, the full tenses of verbs are generally given only under their simple forms: *e. g.* the inflexions of παραβάλλω will be found under βάλλω.

Those Tutors who desire, concurrently with the use of a Delectus, practice in rendering the simplest English into Greek, will be glad to hear that the Rev. J. R.