

**PASSAGES FOR PRACTICE
IN TRANSLATION AT
SIGHT. PART IV. - GREEK**

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Passages for Practice in Translation at Sight. Part IV. - Greek by John Williams White

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JOHN WILLIAMS WHITE

**PASSAGES FOR PRACTICE
IN TRANSLATION AT
SIGHT. PART IV. - GREEK**

PASSAGES FOR PRACTICE
IN
TRANSLATION AT SIGHT.

PART IV.—GREEK.

BY
JOHN WILLIAMS WHITE, PH.D. (HARV.),
PROFESSOR OF GREEK IN HARVARD UNIVERSITY.

"Lesen, viel lesen, sehr viel lesen, möglichst viel lesen."—RITSCHL.

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PREFACE.

THE Series of which this is the first volume to appear will be published in four Parts. Part I. will contain extracts from simple Attic prose writers, and Part II. extracts from Herodotus and Homer. These two volumes are designed for use in Schools, and will be adapted to the needs of boys preparing for admission to Harvard College. Part III. will contain one hundred and fifty extracts from Lysias, Demosthenes, Plato, Homer, Euripides and Aristophanes. Part IV. contains the same number of extracts from Demosthenes, Plato, Xenophon, Herodotus, Thucydides, Homer, Euripides, Sophocles, Aristophanes and Aeschylus. These two volumes are designed for use in Colleges, and present the authors from whose works passages are set each year at Harvard College, in the examinations for Second-Year Honors in Classics, for the purpose of testing the candidate's ability to translate Greek at sight. Elementary directions for reading at sight will be given in Parts I. and II., and Parts III. and IV. will contain in common a brief but more advanced discussion of the same subject. Each Part will be published also in a "Teachers' Edition," containing notes on the passages selected, to be dictated by teachers at their discretion to their classes. Teachers are referred to these editions for suggestions in regard to the best method of using the books and for brief bibliographical information.

The passages contained in the present volume are adapted to the use of Sophomores in Harvard College who are candidates for Second-Year Honors in Classics. The special examination for these Honors was first held in 1872. The special examination of Seniors for Final Honors in Classics was first held in 1871. A part of each of these examinations is the test of the candidate's facility in translating Greek and Latin at sight. The ability of candidates to meet this test has steadily improved since the examinations were instituted. Sophomores are now able, at the end of the year, when the examinations are held, to translate passages formerly given to Seniors. About one quarter of the extracts in this book are passages which have been set in previous years in the Final Honor examinations. About one third are passages which have been set in the Second-Year Honor examinations. The rest have been specially selected.

The phrase 'translation at sight' in the title of the volumes in this Series was chosen advisedly. The books are designed for use in the class-room, and it is intended that the teacher shall make translation the final test of the accuracy with which the student has read. But the processes of reading and translation should not be confused. It is the fatal defect of a method widely in vogue that the pupil translates in order to get the meaning, whereas he should get the meaning first by reading the passage as a Greek would have read it, so far as is possible, and translate afterwards only to show whether or not he has read correctly. The method outlined in the following Introduction requires the passage to be read without translating; and, if the passage is properly adapted to the pupil's stage of advancement, it will be found entirely practicable in the class-

room, where he is reading under the direction of the teacher, to avoid translation altogether while the passage is under discussion. Difficulties, of course, must be discussed, and facts may be stated and suggestions given by the teacher. When, however, the passage has been read in the manner outlined, and read repeatedly if necessary, translations into good, terse English should be made the final test of accuracy. Otherwise teacher and pupil will be alike uncertain as to results. We may confidently hope that the time will come when our pupils will not need to translate the easier Greek authors whom they are reading in large amounts, but will apprehend the thought rapidly, clearly and accurately, as did the Greek to whom it was originally addressed, without the intervention of a foreign tongue. But the ability to read any Greek author in this manner is acquired only by practice, and the possession of this ability should not be taken for granted too early. Only when repeated tests have proved conclusively that the pupil possesses it, may translation safely be omitted.

JOHN WILLIAMS WHITE.

HARVARD UNIVERSITY, August, 1889.