

**A FIRST GREEK
READER WITH NOTES
AND VOCABULARY**

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A First Greek Reader with Notes and Vocabulary by Charles M. Moss

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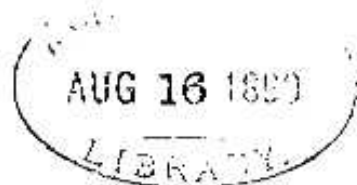
REVISED EDITION

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PREFACE TO THE SECOND EDITION.

IN this edition many changes and additions have been made, which, it is hoped, will make it much more useful than the former was. The hearty thanks of the editor are due, and given, to several teachers for suggestions and corrections, but especially to Professor M. W. Humphreys, LL.D., of the University of Texas, and Professor A. C. Zenos, M.A., of Lake Forest University. The latter has also kindly read the proofs of this edition.

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P R E F A C E.

THIS little book is intended to be put into the hands of pupils as soon as they have learned the first declension and the present indicative active of the verb. The stories are graded with this, and the subsequent progress of the pupils through all the declensions and verb forms, in view. But it is not a parsing book. It is intended to be a help toward a pleasant and rapid translation.

The book has grown out of the needs of my own work. An experience of some years with a volume scarcely fitted for the place it is hoped this will fill, has abundantly justified the belief that Greek for beginners can be made attractive, and that, therefore, far more can be accomplished in a given time than when pupils are launched into Xenophon from the Grammar and First Book. Aside from the questionableness of putting a classic author into beginners' hands, a procedure tolerated only with Latin and Greek, Xenophon ushers pupils into a whole world of thought and custom unfamiliar to them; and he is too apt to present grammatical and other difficulties with disheartening frequency. By giving stories complete in themselves, the disadvantage to a young student of feeling day by day that there is something left unfinished, and which, in the end, he may never complete, is removed. Besides, it may perhaps be no detriment that the stories are, for the most part at least, interesting enough to provoke voluntary effort to read them.

If any object to first classes reading other than classic Greek, a perusal of Krüger's Preface to Arrian's *Anabasis* will show what an undoubted authority in classical matters can say to the contrary. Objections to transforming Herodotus and Lucian can be met by reference to various English works of good repute in which a similar plan is pursued.

A considerable part of the notes is made up of references to similar words and phrases previously used. Several ends are reached by this, not the least of which is to encourage pupils to keep well in hand the work they have gone over. Another, scarcely less important, is to beget the habit of illustrating one part of the text by that already passed over. In the matter of words it would seem better for a beginner to refer to a sentence in which they are actually used, than to a vocabulary where all connections in sense are lost. A large share of the use most pupils make of a vocabulary is to hunt out words whose meanings they might recall with a little more patience. That benefit to his use of his mother tongue which a student is supposed to derive from the study of another language, is thereby greatly abridged. Anything that will tend to break up this habit and turn the strength thus wasted to a better purpose, is a gain in every way. The grammatical references have the same object primarily in view, but due attention is given to the illustration of syntax. Where attention is called to cognates and derivatives, it is as a suggestive help to translation, and that only.

Finally, the book is sent out in the hope that it may be useful at a point where, unless analogy is at fault, a gap is most detrimental to a student's hope and progress.

CHARLES M. MOSS.

ILLINOIS WESLEYAN UNIVERSITY,
BLOOMINGTON, ILL., Aug. 1, 1885.

TABLE OF STORIES.

The numerals are for the pages on which the *stories* (not sections) begin. Where a story has several sections and occupies more than one page, the numerals are double.

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