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GREEK PROSE COMPOSITION

Exercises for Writing

CONNECTED GREEK PROSE

UH 62-23
205

WITH

INTRODUCTORY NOTES ON SYNTAX AND IDIOM
AND RULES FOR CASES AND ACCENT

BY

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PREFACE TO SECOND EDITION.

The unexpected necessity of issuing a second edition of this book within a year of its publication, and at short notice, has precluded any material change or addition.

Some oversights, omissions, and obscurities have been noticed, and changes made accordingly.

As the term "Articular Infinitive" may be new to some who use the book, the author refers to Professor Gildersleeve's original discussion of the subject in the "Transactions of the American Philological Association," 1878, and in the "American Journal of Philology," Vol. III. p. 193, etc.

A few references have been inserted to Professor Goodwin's invaluable new edition (1890) of the "Greek Moods and Tenses."

The author wishes to express his thanks to Professor Gildersleeve for his criticism of the present edition, and also to Professor M. W. Humphreys of the University of Virginia.

F. G. A.

BALTIMORE, October, 1890.

P R E F A C E.

THIS book has grown out of the author's personal experience in the class-room. It is for use in writing *connected* Greek prose, and is intended to be used weekly, or semi-weekly, parallel with the daily recitations in reading Xenophon and other authors.

There is pre-supposed on the part of the student a knowledge of the forms of the language and of the principal parts of the more common irregular verbs. If he *knows* these, he will *not have to refer to any other book* in preparing his exercises. References are given, however, throughout the introductory matter to the grammars of Goodwin and of Hadley & Allen, and from them some of the examples have been taken without further acknowledgment.

The 'Notes' on idiomatic uses of article, participle, etc., will, it is hoped, be useful to all students. The introduction to Syntax includes the most essential peculiarities in the use of the Moods and Tenses. The study of this part may, at the discretion of the teacher, be postponed for use in connection with Part II. of the exercises. Attention is

especially called to the 'Table of Syntax,' pp. 58-61. It is intended for frequent reference after the preceding sections have been studied.

The 'Rules for Cases' are added, because the author believes that the student should be required to commit to memory the main uses of the cases with examples.

The 'Rules of Accent,' it is hoped, will stimulate students to the mastery of what is often neglected as a too difficult or unnecessary task. The large print should be learned first and the foot-notes afterwards as fast as interest is excited. It can now no longer be urged by teachers that the study of accent may be neglected by the student without detriment to the quality of his work. Recent publications on the subject emphasize the organic connection of the accent with word formation and lead to the hope of still further developments in the future.

The exercises in Part I. are to be written in connection with the 'Special Vocabularies.'¹

It is recommended that the student commit these to memory, one at a time, in connection with the exercises on the respective subjects. If this is done, extra oral exercises upon them may easily be made in the class-room. Nos. I. and III. (end) are in-

¹ The arrangement of these vocabularies according to subjects follows in part a book used in French schools ('*Les Mots Grecs, groupés d'après la forme et le sens*,' par Michel Bréal et Anatole Bailly, Paris, 1884), but poetical or rare words have been excluded unless introduced for especial reasons.