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The publication of a facsimile of William Sanders Scarborough's textbook *First Lessons in Greek* stands as a major event in the field of Classics. Scarborough, who was born in slavery in 1852 and learned to read and write in secret, went on to become the United States' first professional philologist of African descent, a widely published scholar, and, from 1908 to 1920, the president of Wilberforce University. His career thus stood, as Scarborough himself understood it, as a response to the infamous remark attributed to John C. Calhoun that "if he could find a Negro who knew the Greek syntax, he would then believe the Negro was a human being and should be treated as a man."

A crowning achievement of Scarborough's career was the publication in 1881 of *First Lessons in Greek*. However, as Michele Valerie Ronnick explains in her excellent introduction to the text, the book is extremely rare, with copies available at only a handful of libraries around the United States. The publication of this facsimile has truly, as Ronnick puts it, "saved from oblivion" (25) this invaluable text.

The arrival of this text comes on the heels of two other important restorations of work by Scarborough, both edited by Ronnick: *The Autobiography of William Sanders Scarborough: An American Journey from Slavery to Scholarship* (Detroit, 2005) and *The Works of William Sanders Scarborough: Black Classicist and Race Leader* (Oxford, 2006). Thanks to Ronnick's efforts, we now have access to a significant amount of the work of this important figure in the history of Classical studies and in American intellectual history.

The text begins with a brief contextualizing foreword by Ward Briggs, and then Ronnick's Introduction (1–25), which offers a biography of Scarborough, along with overviews of the trends in nineteenth-century Greek and Latin textbook publishing and African-American book culture. This introduction prepares the reader well to appreciate the endeavor that Scarborough undertook, at the very beginning of his career, in authoring *First Lessons in Greek*.

Scarborough explains in his Preface (29–31) that the book is to be used alongside a Greek grammar that contains all morphology. The grammars that he references throughout are those by Goodwin (Boston, 1879) and Hadley (New York, 1860). What follows over most of the book (39–130), then, are 75 lessons on the fundamental elements of Greek morphology and syntax. Each lesson includes a healthy number of exercises for parsing and translation, from Greek to English and vice versa. Scarborough helpfully includes Greek-English and English-Greek glossaries at the back of the book. Following the lessons are selections from Xenophon's *Anabasis* (from Book 1, chapters 1 and 6) and his

Memorabilia (from Book 2, chapter 1, the “The Choice of Hercules,” on Hercules as an exemplar of virtue), with notes appended to the selections (133–145).

Scarborough’s notes, both on the lessons and on the selections from Xenophon, are explanatory but also peppered with questions for the student. For example, amid exercises on the first declension, he asks, “When is α retained throughout the singular?” (41, n. 1); and of ἡσθένει in *Anabasis* 1.1 he asks, “ἡσθένει has what kind of augment? where made? what does the imperfect denote?” (141). The effect of this conversational style is that the reader – now nearly 140 years after the book was penned – can have the experience of being taught by William Sanders Scarborough. In his *Autobiography* Scarborough wrote that he set out to write his own Greek textbook as part of his efforts to make “the ancient tongues living languages” for his students (*Autobiography*, p. 75). This is a goal shared by all teachers of Classical languages, and a particular delight of Scarborough’s lively, engaging text is that it gives readers the opportunity to transcend the difference in time and embark with him on that other time-traveling journey of learning Ancient Greek.

This text, then, would make for an excellent addition to an introductory or intermediate Greek course, at the high school or collegiate level. Instructors would need to use the text alongside a textbook that provides all forms, just as Scarborough imagined. The 75 lessons of exercises are perfect for those drilling and refining their Greek; and the selections from Xenophon, though brief, are well chosen and make for a fitting “target text” at the end of a sequence of study. Moreover, the inclusion of this text in an introductory or intermediate Greek curriculum could expand the course in productive ways, providing students with the opportunity to think about the history of the study of the Classics in the United States. With the help of Ronnick’s Introduction, students can be led to ask important questions such as: What broader conclusions can we draw from the remarkable story of Scarborough’s life and career? Who, over time, has been included and excluded from the study of the Classics? What societal consequences follow from that inclusion and exclusion? What in higher education has and has not changed from Scarborough’s time to our own?

Michele Ronnick, the volume’s editor Donald E. Sprague, and Bolchazy-Carducci Publishers are to be thanked for making available once again Scarborough’s *First Lessons in Greek*. This re-publication is an important event, and the text will prove to be helpful and healthy – in a great variety of ways – in Ancient Greek classrooms.

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