Greek to Me carries this subtitle: “Learning New Testament Greek through Memory Visualization.” Potentially one suspects that if this helpful visualization is indeed successful the brain will be aided in performing memorization skills, thus helping to bring problem-solving skills to the fore when they are needed. The authors concentrate on teaching NT Greek while incorporating the following didactic points. A system of visual memory aids in the form of humorous, penetrating illustrations (by P. A. Miller) take a familiar concept in everyday life and relate it to an unfamiliar grammatical concept. These memory aids sometimes introduce the student to characters like Norbert Nominative, Professor Oddity and Liquid Lemonary. The illustrations endeavor to make a mental imprint and convey grammatical meaning that will be more easily recalled by the brain than the image provided by rote methods. A system of known substitute words like “sub-junk in the oasis,” with an appropriate illustration, attempts to form a link to the unknown word (subjunctive and long vowel endings -ē, -es, -e in this case). These illustrations and substitute words may roughly parallel the use of lecture demonstrations in the teaching of scientific subjects where it is widely believed that the eye is often the shortest route to the brain.

To those of us not used to this scheme, which is here always neatly coupled with good and clear grammatical instruction, the system of memory aids could be off-putting. This would not be so, however, to the blank slate. In fact I strongly suspect that interest and motivation would be provoked in private study by this technique. Other positive features not found in standard texts are the consistent effort in vocabularies to always draw attention to English derivatives from Greek bases, the enrichment exercises with a spiritual touch (like 2 Tim 3:16 set to music), reading lessons taken from Justin Martyr and Mart. Pol., and a focus on words with high NT frequency. While not designed, I suppose, to completely replace Machen or Wenham, for example, the quality text by the Storys has a significant advantage in stimulation of vital mental processes. It can also be as easily adapted for complementary use with the indispensable Zerwick-Grosvenor. Overall it rates high marks in its own category and enters into a much-needed area. It would now be interesting to be able to see statistical data from controlled experiments with Greek to Me versus another text on set exams with equal ability groups, if proof is needed for its use in theological curricula and to help in preparing the next such effort.

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In a day when various aids for the student of NT Greek appear regularly on the market, one may well greet the appearance of another with a certain degree of reserve. In fact, however, Holly’s book brings together material from several different sources into one convenient handbook, and therefore it has a certain usefulness.

The book is divided into four parts. In Part One, all words occurring ten times or more are classified according to their types—that is, all words like archē, -ēs (feminine first declension) are grouped together, all words like harpax, -agos (guttural stem, masculine third declension) are grouped together, and so forth. Adjectives, verbs and prepositions are all variously grouped. Holly normally provides the frequency of occurrence according to his own count (following Moulton and Geden) and according to Concordance de la Bible Nouveau Testament.

In Part Two, Holly provides a list of words occurring fewer than ten times, arranged alphabetically according to descending frequency. In other words this section begins where Metzger’s Lexical Aids leaves off, except that it gives a little more information in terms of classification and a little less in terms of mnemonic helps. In Part Three, Holly offers an alphabetical listing of proper names and proper adjectives.

The final and longest section of the book provides several different things: a general
alphabetical index of all words with their respective classifications and frequencies; critical
notes concerning the frequencies; a list of words in Moulton and Geden but not in Nestle-
Aland (unfortunately not the latest edition); a grammatical index of all words under their
proper classifications (nouns, indeclinable nouns, Hebrew words, and so forth), complete
with frequencies; a list of orthographic and accentual differences between Bauer-Arndt-
Gingrich (unfortunately not the latest edition) and Moulton and Geden; and a complete list
of the words occurring only in one book of the NT.

Holly's work has been handwritten but is legible without difficulty. This has obviously
been a labor of love, and errors are surprisingly infrequent.

D.A.C.