

**A HANDBOOK OF EXERCISES  
AND READING LESSONS FOR  
BEGINNERS IN LATIN:  
PROGRESSIVELY ILLUSTRATED  
BY GRAMMATICAL REFERENCES**

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A Handbook of Exercises and Reading Lessons for Beginners in Latin: Progressively Illustrated  
by Grammatical References by James Morris Whiton

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**JAMES MORRIS WHITON**

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EXERCISES AND READING LESSONS

FOR

BEGINNERS IN LATIN.

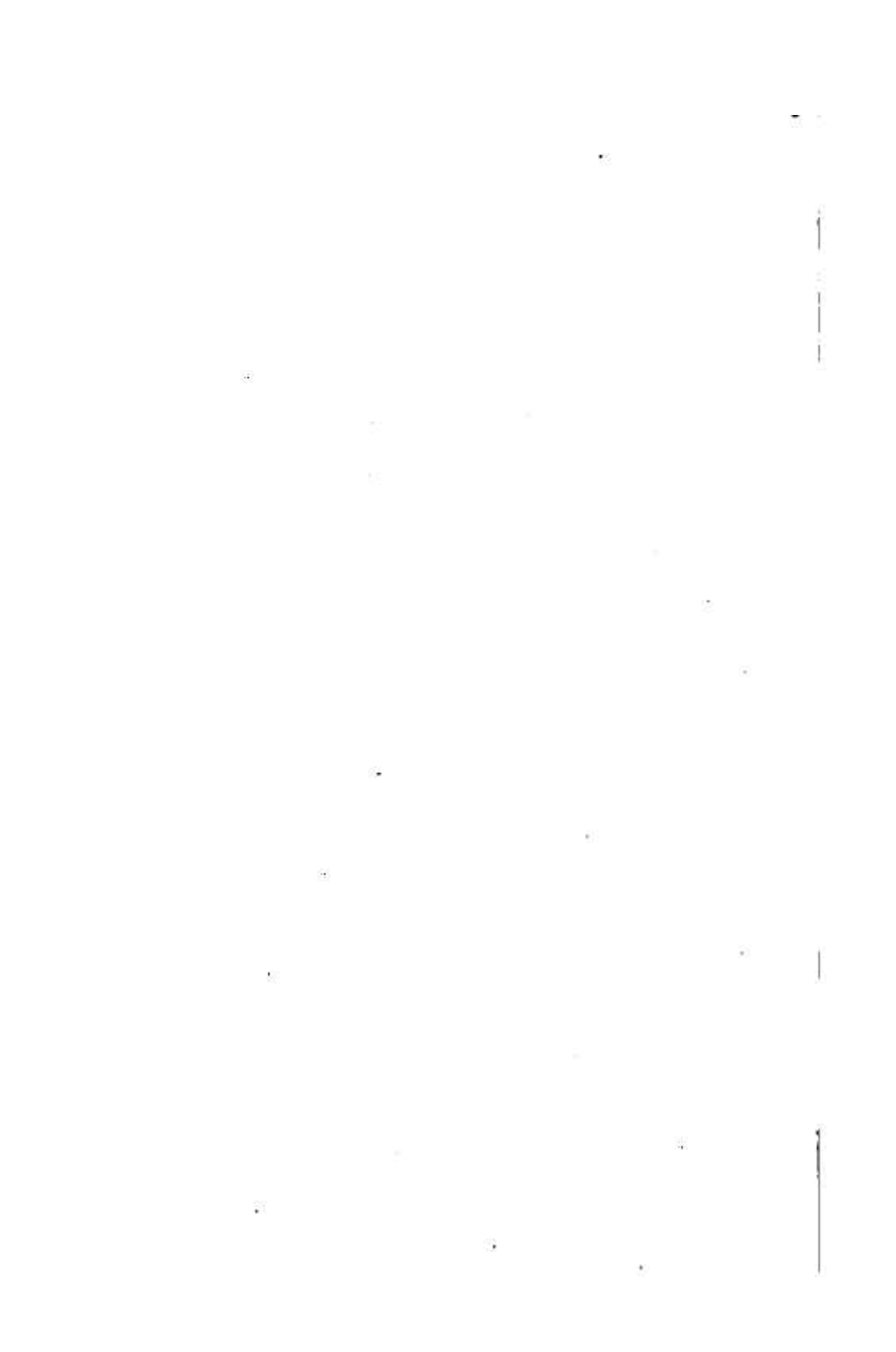
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BY  
JAMES MORRIS WHITON,  
RECTOR OF THE HOPKINS GRAMMAR SCHOOL IN NEW HAVEN.

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BOSTON AND CAMBRIDGE:  
JAMES MUNROE AND COMPANY.  
1860.

TO  
Capt Sargent Dixwell, U. S. A.,  
THIS WORK  
IS DEDICATED, AS A TOKEN OF FRIENDSHIP,  
AND IN  
GRATEFUL RECOGNITION OF BENEFITS RECEIVED,  
BY HIS  
FRIEND AND FORMER PUPIL,  
THE AUTHOR.





## P R E F A C E .

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THE somewhat peculiar plan of this book seems to require a few words of explanation. It is not a system of memorizing the grammar; although it is believed that all the common constructions of the language, and very many of the less frequent ones, are explained in the Notes. It is not a treatise on Latin Prose Composition; although it is believed that considerable facility in this can be acquired by these Exercises. The main purpose of the book is to give the beginner a more complete mastery of the *inflections* of the Latin language than is commonly acquired in following the methods now in use. The space which the paradigms occupy in the grammar is by no means proportioned to their importance, as many seem to think. To be thoroughly familiar with these paradigms is the prime requisite for accurate scholarship. But it will be admitted by most observers, that young scholars generally know the paradigms much more imperfectly than is consistent with their paramount importance.

By using but *few words* in the Exercises, the disadvantage of a cumbrous vocabulary is avoided, and by

the *combination* of these in numerous variations, the beginner soon acquires facility and expertness in the exchange of Latin and English equivalents, a far different thing from the ability to recite by rote a string of cases or tenses, which is at present all that most young scholars are able to do. In the arrangement of topics some deviation has been made from long established order, but such only it is believed, as will be justified either by the resulting practical convenience, or by the logical relations of the subject.

With these brief suggestions as a key to the purpose and tenor of the book, it is submitted, as an experiment, to the impartial judgment of all who are striving to promote the cause of sound learning.

SEPTEMBER, 1860.

## INTRODUCTORY REMARKS.

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It is taken for granted, that the beginner, before commencing these Exercises, has learned from the grammar the paradigms of the First Declension and the Active Voice of the First Conjugation, as well as the leading principles of Orthography, Orthoepy, and Etymology, which form the indispensable introduction to the paradigms themselves. Also, that a similar course will be pursued before commencing any Lesson in which a new topic is brought forward, so that the scholar shall sacrifice nothing of *thoroughness* to his impatience to *translate*.

The quantity of syllables is left unmarked in most cases throughout the Exercises, as it is thought to be sufficiently indicated in the paradigms of the grammar.

The instructor is strongly urged to devote a portion of each Lesson to parsing, and to the analysis of sentences according to the principles contained in the Syntax. (Gr. §§ 200-203.)

The principles of collocation which control the arrangement of a Latin sentence (Gr. § 279) should be