

**BELL'S LATIN COURSE
FOR THE FIRST YEAR.
IN THREE PARTS. PART I**

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Bell's Latin Course for the First Year. In Three Parts. Part I by E. C. Marchant & J. G. Spencer

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E. C. MARCHANT & J. G. SPENCER

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Some opinions on Bell's Latin Course.

'For an elementary reading or exercise book two things are requisite. Each section should deal mainly with a single difficulty, and each should be worth reading for its own sake. Both conditions are fulfilled in this book, and its value is increased by the excellent illustrations from the antique. . . . Altogether it is one of the most successful attempts at "Latin without tears" which have come under our notice.'—*Educational Times*.

'We have never seen a book containing so near an approach to a "royal road" of learning Latin as is displayed in this volume.'—*Educational News* (Edinburgh).

'If learning the elements of Latin can be made attractive to small boys, Messrs. Marchant and Spencer have discovered the method. This course is meant for absolute beginners, needs no grammar or dictionary, but is complete in itself. . . . Parents and preparatory schoolmasters will be glad to try so new and promising a method.'—*School Guardian*.

'We hope that no one will suppose that because an attractive appearance is given and much use is made of pictures, therefore the work may be called childish. It is a genuine attempt to teach Latin *secundam naturam*, and as such merits our strongest approval.'—*Secondary Education*.

'By the use of excellent illustrations, drawn from authentic sources, and by making the descriptive sentences run into connected paragraphs or neat dialogues, the fortunate pupil is led to absorb grammar unwittingly, and to acquire a vocabulary in the only sensible way, by association with things. We have been much interested in the method, and recommend it strongly to those in charge of junior Latin forms.'—*Schoolmaster*.

'One of the best primers of the sort we have ever seen. It makes the learning of Latin positively a pleasure, and by easy and simple processes takes the scholar forward and ensures his progress. The system adopted is admirable, and there would be few tears shed by little pupils if this Latin course were adopted in schools as it deserves to be.'—*Birmingham Gazette*.

'This is a book on a new plan, and one which we have no hesitation in saying must produce good results in the hands of a good teacher. Most boys can be interested in *something*, and certainly, if a boy's interest is not roused in the *Romans themselves* as well as their language by this book, it will never be. . . . We cordially recommend it to the notice of all who are looking out for a really good book for beginners.'—*Educational News* (Cape Town).

'Messrs. Marchant & Spencer are to be complimented upon the success with which they have worked out the idea of combining instruction in elementary classic Latin graduated lessons, attractive stories, and picturesque illustrations. . . . Teachers will find it an admirable book for beginners.'—*Australian Schoolmaster*.

'Bell's Latin Course should certainly achieve popularity among teachers of Latin. It is an attempt to teach the subject by the now much favoured rational or inductive method. From the start the authors have succeeded in their effort to make the exercises sensible, interesting, and to admit nothing that is not real Latin.'—*New Zealand Journal of Education*.

'Boys would not dislike Latin if they were introduced to it by such texts as this. If you have a boy you wish to love Latin, send for this book.'—*Canadian Teacher*.

BELL'S LATIN COURSE

PART I



T. WAY, Imp, London.

BRITANNIA.

BELL'S LATIN COURSE

FOR THE FIRST YEAR

IN THREE PARTS

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PART I



LONDON: GEORGE BELL & SONS
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PREFACE

THIS Latin Course is intended to be used for the instruction of children who have not hitherto done any Latin. The Course is complete in itself, and may be used without the aid of dictionary or grammar.

The designers of the method have endeavoured to conform to the golden rule—*Secundum Naturam*. The results of this endeavour are apparent in the arrangement of the matter.

1. The method is inductive. We attempt to lead the child from the known to the unknown, from the *concrete* to the *abstract*. Therefore our rules follow, instead of preceding, the exercises; the rule sums up what has been practically learnt above it.

2. We make the fullest use of the eye, first by employing conspicuous and varied *type*, secondly by employing *pictures*. In practising vocabulary, it will be found useful to place a picture before the child and ask for the Latin names of the details in the design. It will be a revelation to some teachers to find how quickly the child will learn the words.

3. The subjects of the Exercises are interesting: indeed,

we have even ventured to try to amuse as well as to instruct. *Ridentem dicere verum quid vetat?* is a question to which, in teaching children, it is surely safe and right at times to answer *Nihil*.

4. The Exercises, from the very start, are coherent and sensible: we do not attempt to rival *Ollendorff*. Some of our dialogues are founded on the *Colloquia* of Erasmus.

5. Each Part consists of two divisions—the one containing the ‘Latin into English,’ the other the ‘English into Latin.’ These may be used *pari passu*, or separately; and the book can be made into either a reader or an exercise book only, if it is desired. At the end of the first part the learner will know the inflexion of substantives and adjectives of the first and second declensions, the indicative mood of *sum* and of the first conjugation and the personal pronouns. All the Exercises on verbs are given in the form of letters, dialogues, or stories, so as to introduce freely all the three persons of the verb. Thus the learner will be able to make simple sentences of considerable length, since he will understand how to employ every word and grammatical form that he has learned.

The second part will contain the remaining declensions of the substantives and adjectives, and the indicative active of the remaining three conjugations.

The third part will include the numerals, comparison of adjectives, demonstrative, relative, and interrogative pronouns, the passive voice of the four conjugations, and a few deponents.

Believing that the elementary teaching of Latin has made more advance on the Continent than in England, we have examined the most successful German works on the subject. We have also sought the advice of leading authorities on

education, both English and American; and it is hoped that our method will commend itself to training colleges as well as to preparatory schools.

The practical difficulties involved in carrying out the plan have proved very considerable. It is not by any means easy to make interesting and sensible exercises without going outside the limits of the vocabulary known: and the vocabulary is, of course, severely limited by the necessity of proceeding in an orderly way with the grammar. Yet we determined to admit nothing into this book that is not real Latin, and to choose only words and phrases for which there is good authority in the literature.

E. C. M.

J. G. S.