

**GILDERSLEEVE-LODGE
LATIN SERIES. WRITING
LATIN, BOOK ONE -
SECOND YEAR WORK**

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Gildersleeve-Lodge Latin Series. Writing Latin, Book One - Second Year Work by John Edmund Barss

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JOHN EDMUND BARSS

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GILDERSLEEVE-LODGE LATIN SERIES

WRITING LATIN

BOOK ONE — SECOND YEAR WORK

BY

JOHN EDMUND BARSS

LATIN MASTER IN THE HOTCHKISS SCHOOL

REVISED EDITION, BASED ON LODGE'S
VOCABULARY OF HIGH SCHOOL LATIN

BOSTON, U.S.A.

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1911

PREFACE TO THE NEW EDITION

THE first twenty-six lessons of this revision are *identical in scope* with the original edition of WRITING LATIN—BOOK ONE. BOOK TWO may be taken up after completing these lessons, or the whole of BOOK ONE may be finished first, according to the needs of the class.

Exercises twenty-seven to forty, inclusive, contain a simple treatment of the *principal verb constructions*. Exercise forty-one consists of sixty sentences for review. By the addition of these exercises, by the improved vocabulary, and by the greater attention given to important idioms and phrases, the book has been adapted to the use of classes that are to take a college examination in Elementary Composition before reading Cicero. All the exercises are new, and are based on Professor Lodge's Vocabulary of High School Latin. The "Hints" have been revised, and references added to the Hale and Buck Latin Grammar. The general plan of the work is unchanged.

Each exercise is now *divided into two parts*. The first ten sentences include all the principles of grammar belonging to the lesson. This arrangement makes it possible for a class to cover the subject rapidly, using only the first part of the exercises, and reserving the second part for review, or omitting the later sentences altogether, if desirable.

The Special Vocabularies are now printed in full, and the words in them are arranged according to the parts

of speech. *Idioms and phrases* are also printed together at the end of each vocabulary. It is hoped that teachers will find this a convenience in assigning vocabulary reviews. With a few exceptions, the vocabulary is confined to the Caesar list of the Vocabulary of High School Latin. The frequent recurrence of these words, not only in Caesar, but in all the Latin usually read in schools, makes this list the nearest approach to a *scientific vocabulary* thus far achieved. The *grammatical nomenclature* is, in general, that of the Syntax of High School Latin, edited by Mr. Lee Byrne.

I am greatly indebted to a number of my pupils in The Hotchkiss School for their assistance in testing the Vocabulary.

J. E. B.

LAKEVILLE, CONNECTICUT,

January 28, 1910.

FROM THE PREFACE TO THE FIRST EDITION

THE *method* of this little book is intended to provide a rational and systematic treatment of the difficulties that assail the beginner.

The *order of subjects* is unconventional. Beginning with the simplest forms of statement, the development of topics has aimed to bring together things naturally associated in the mind, and therefore often confounded. For instance, the Possessive Dative and the Possessive Genitive are contrasted in the same exercise; likewise the Infinitive with Subject Accusative and the Indirect Question. The confusion that arose under the unnatural method of

studying such things at different times disappears when the pupil must associate and compare in the same lesson things alike in English, but unlike in Latin.

The *gulf between English idiom* and the technical statements of the grammar is further lessened by "Hints," following and supplementing the grammatical references. These are written from the standpoint of one attempting to recognize in the formulas of English the marks of their corresponding Latin constructions. It is expected that teachers will insist on thorough study of the "Hints," as of equal importance with the grammar in preparation for writing the exercises.

By the *postponement of certain subjects* to BOOK TWO,¹ time is gained for necessary practice in the fundamentals. Not until frequent repetition has insured something like mastery of the Indicative Mood and the common case-constructions are the other moods introduced.

An *abundance of easy sentences* provides for accuracy. To get all the details of very simple sentences correct is an achievement, at first; and the accurate and perfect writing of such sentences is better than botched attempts at solving syntactical riddles. Every fifth exercise is a piece of continuous prose, involving the principles of the preceding four lessons.

LAKEVILLE, CONNECTICUT,

April 22, 1902.

¹ The most important of these are also treated in Lessons XXVII-XL of this revision. See first two paragraphs of the Preface to the New Edition.

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