

# **LATIN COMPOSITION**

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Latin Composition by Bernard M. Allen & John L. Phillips

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**BERNARD M. ALLEN & JOHN L. PHILLIPS**

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BY

BERNARD M. ALLEN

AND

JOHN L. PHILLIPS

INSTRUCTORS IN LATIN IN PHILLIPS ACADEMY  
ANDOVER

PART ONE

*REVISED EDITION*

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## PREFACE

LATIN composition in the secondary schools has been taught from two kinds of books, the one based on the text read, the other developing grammar by a systematic treatment. The advantages and defects of both plans are recognized; the present work attempts to combine the two methods in such a way as to preserve the advantages and avoid the defects of each.

In its preparation pains have been taken to emphasize those constructions which by reason of their frequent recurrence are of most importance. This relative importance has been determined by actual tabulation of all constructions in Books I-IV of Caesar's Gallic War, and has served as the basis for fixing the order of presentation in the first part of the book. In many of the current Latin Compositions there is a surprising waste of time on constructions which are seldom met in the secondary school. For instance, to devote a whole lesson to contrary-to-fact conditions in indirect discourse, or to ask the student to write in one exercise more relative clauses of restriction or proviso than he will ever read before going to college, is to betray a lack of a proper sense of perspective.

Experience has shown that pupils are often confused in the attempt to gain from grammar references

an accurate understanding of principles. For this reason, the authors have given in simple language their own statements of grammatical usage, in addition to the usual references to the grammars. In these statements of grammatical usage, clearness and accuracy have been sought rather than originality. Attention may be called, however, to certain points which have been passed over or misstated in other books. Such are the discussion of the dative with compounds in Sections 86-89, where it is noted that verbs compounded with *con* regularly take, instead of the dative, *cum* with the ablative; the translation of *until* in Section 120, where emphasis is laid on the fact that the Latin, at least in preparatory texts, has no use with *dum* or *quoad* corresponding to the use of *until* in English after negative verbs of occurrence, and that in such cases, therefore, *until*, which then is equivalent to *before*, is to be rendered by *prinsquam*. Again, the infrequent use of the genitive plural gerundive as compared with the genitive singular, and the entire lack in Caesar of the genitive gerund with an object, unless that object is plural, has been briefly noted in Section 249.

The authors wish to express their appreciation of the valuable suggestions received from Mr. Edwin T. Brewster of Andover and Mr. Eric A. Starbuck of the Westminster School at Simsbury.

BERNARD M. ALLEN.

JOHN L. PHILLIPS.

ANDOVER, July, 1912.



## PLAN OF THE BOOK

**Part I**, prepared for use during the first year of composition work, is based on the first four Books of Caesar, and the constructions are taken up in the order of their frequency in Caesar.

Each lesson is divided into three sets of exercises, marked A, B, and C.

In Exercise A are short sentences illustrating the constructions of the lessons (to be used in connection with the general vocabulary).

In Exercise B are sentences based on Book I, illustrating the constructions of the lesson.

In Exercise C are sentences based on Books II and III, illustrating the same constructions.

If the First Book of Caesar is read first, Exercises A and B may be assigned.

If Book II is read first, Exercises A and C may be assigned.

Every third lesson is a review, and presents connected narrative.

Review exercises, based on Book IV, follow.

The vocabulary has been made to cover these exercises on Book IV, so that they may be used as a part of the composition work of the final year, if desired.

- Part II**, prepared for use during the second year of composition work, is based on the Orations against Catiline, on Pompey's Command, and on Archias.

The constructions are taken up in the regular systematic order of the Grammars.

All constructions are covered in the lessons based on the Orations against Catiline.

Every third lesson is a review and presents connected discourse.

The exercises based on Pompey's Command and on Archias cover the same constructions, and a passage of connected discourse forms a part of each lesson.

Part II is concluded by review exercises, based on Pompey's Command and on Archias, in which all constructions are reviewed, and connected discourse only is presented.

- Part III**, prepared for use during the third year of composition work, is based on the Defence of Milo.

It is not expected that these exercises will be used in connection with the study of the text, and a vocabulary has been provided.

Each exercise consists of one section (A) of disconnected sentences and one section (B) of connected narrative.

All constructions are presented and reviewed in these exercises.

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