

**LATIN PROSE EXERCISES,
WITH PASSAGES OF
GRADUATED DIFFICULTY FOR
TRANSLATION INTO LATIN**

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Latin Prose Exercises, with Passages of Graduated Difficulty for Translation into Latin by
George G. Ramsay

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GEORGE G. RAMSAY

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LATIN PROSE
EXERCISES

WITH PASSAGES OF GRADUATED DIFFICULTY
FOR TRANSLATION INTO LATIN.

BY

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PREFACE.

THE following collection of Exercises has been drawn up with a view to meet the special wants of my own students. I have used various collections—all good of their kind—but have found none of them exactly suited to my purpose. Every teacher has his own methods of teaching; and there are peculiar difficulties in the way of teaching Latin Prose to large classes, containing students at various stages of advancement, and who can devote but a small portion of their time to composition. I have attempted therefore to put together a series of exercises of progressive difficulty, such as I have found by experience to be suited to the wants of those with whom I have to deal.

Parts I. and II., comprising Exercises I. to XXXVI., have a twofold object. They are intended at once to carry the student rapidly over the field of Syntax, with examples of every important construction, both in Simple and Compound sentences, and also to serve as a gradual introduction to the writing of continuous prose. It is presumed that every student brings with him to the University a sound knowledge of his Grammar, including Syntax; but

as this presumption is not always borne out by facts, it is necessary in the junior classes to commence the session with a series of easy exercises to enforce the ordinary rules of Syntax. But I have no faith in sets of exercises which are arranged so as each to illustrate some special rule. When a student finds "the Dative," "*qui* with the Subjunctive" or "Indirect Question," at the head of a set of sentences, all he has to do is boldly to throw in the Dative or the Subjunctive wherever they can be inserted without absurdity, and in five cases out of six he will be right. In this way a teacher may find little to correct, and yet to his dismay discover at a later stage that his pupil has gained no real mastery over the constructions he has practised. It will be found accordingly that Parts I. and II. contain scarcely a sentence which illustrates only, or even mainly, one single rule. Headings have been prefixed throughout; but these only indicate that in the sentences which follow the teacher will find examples enough to illustrate the particular rule indicated, while alongside of these he will find other constructions from which it must be distinguished, and more especially those with which a careless student would be likely to confound it.

I have eschewed Simple sentences even in Part I. Simple sentences may be necessary for mere beginners; nor is anything but the Ollendorf principle suitable for children, whose minds are not capable of grasping the logical relations of a compound sentence, even in their own language. But as the Dean of Westminster has well pointed out in the preface to his admirable edition of T. K. Arnold's Latin Prose Composition, it is impossible to make any real use of a language as an instrument of thought, for expressing even the most simple events of life, without introducing subordinate