

**SECOND YEAR LATIN FOR
SIGHT READING;
SELECTIONS FROM
CAESAR AND NEPOS**

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Second year Latin for sight reading; selections from Caesar and Nepos by Arthur L. Janes

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ARTHUR L. JANES

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FOR SIGHT READING

SELECTIONS FROM CAESAR AND
NEPOS

BY

ARTHUR L. JANES

BOYS' HIGH SCHOOL, BROOKLYN

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Pres. left

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SECOND YEAR LATIN.

W. P. 1

TO AMU
ARNDT & CO.

PREFACE

THE conviction has long been growing that pupils, in their study of Latin, are not gaining all they should in power to translate; that too much effort is expended on syntax and on thumbing the vocabulary. In most schools this intensive work of the second year has been limited to the first four books of Caesar's *Gallic War*. Students have learned to depend on notes and vocabulary rather than upon themselves. They have done little independent thinking. In this way they have spent much time and yet have made scanty progress in ability to translate, and have lost all opportunity to read the more interesting parts of Books V, VI, and VII of the *Gallic War*, the very important and highly entertaining narrative of the *Civil War*, and the attractive *Lives* of Nepos. To remedy these conditions is the purpose of this book.

Selections have been made from Books III-VII of the *Gallic War*, from Book III of the *Civil War*, and from Nepos. All words which Professor Lodge in *The Vocabulary of High School Latin* has shown should be mastered by the end of the second year are printed in full-faced type in the text where they first occur. These words with their meanings and forms, together with all other first occurrences, are given in the page vocabularies. The meanings—but not the forms—of others are repeated where necessary, so that pupils will carry in mind only that definite and limited list of words which Professor

Lodge has shown to be of frequent occurrence and of the greatest value.

The footnotes include the meanings of the less usual words, unusual meanings of common words, hints on derivation and translation, and synonyms. Matters of syntax and history have been reduced to a minimum.

The chapter on word formation has been made short and simple with the thought that much of this work should be postponed till later in the course.

The editor wishes to acknowledge his gratitude to the many teachers of Latin who have given helpful suggestions, and especially to Dr. Ernst Riess, Chairman of the Department of Ancient Languages in the Boys' High School, Brooklyn, who has carefully read the entire manuscript.

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SIGHT TRANSLATION

THIS volume contains considerably more Latin than is generally read in the second year. The purpose of the additional matter is that the teacher may be given a comparatively wide range of choice and *not* that a much greater amount be read. It cannot be too strongly urged that teachers should exercise the utmost care lest sight translation become a matter of quantity rather than of quality, and lest the pupil think that translation is the result of combining memory with guesswork. It must be understood that the purpose of sight translation is the development of power — not the careless reading of much Latin. The difference between sight translation and the prepared translation is one not of quantity but simply of method. In sight translation, only that information is given which is absolutely and wholly new to the pupil. For the rest he must depend upon his own experience and ingenuity.

It is suggested that a large part of this sight work be done in class. The pupil should be urged to follow closely and get whatever he can from the sentence as the Latin is carefully read by the teacher. The reading may be repeated several times and the meaning brought out so far as possible by careful accentuation. The pupil may then be asked to give the meaning of the sentence in a general way. This may be followed by a rereading by phrases in order of occurrence, and the main import of each phrase and its relation to others should be under-