

**EXERCISES IN LATIN PROSE
COMPOSITION; WITH REFERENCES TO THE
GRAMMARS OF ALLEN AND
GREENOUGH, ANDREWS AND STODDARD,
BARTHOLOMEW, BULLIONS AND
MORRIS, GILDERSLEEVE, AND HARKNESS**

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Exercises in Latin Prose Composition; With References to the Grammars of Allen and Greenough, Andrews and Stoddard, Bartholomew, Bullions and Morris, Gildersleeve, and Harkness by Elisha Jones

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ELISHA JONES

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GILDERSLEEVE, AND HARKNESS.

BY

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PREFACE.

THE aim of this little manual is simply to illustrate such constructions as are most frequently met with in the Commentaries of Caesar, the Orations of Cicero, and similar prose. It does not pretend to teach how to turn all kinds of English into Latin; this could not be expected of so elementary a treatise, and, perhaps, our present systems and methods of preparatory instruction do not demand it: but it designs to give the student such an introduction to the more important principles of Latin syntax, such an acquaintance with the more usual idioms of the language, as shall lead him towards a fuller understanding and appreciation of the great classic prose-writers of ancient Rome. With this end in view, most of the Examples and Vocabularies have been selected from the works mentioned above, and the plan is for the first twenty Lessons to accompany the reading of the Commentaries, and the second twenty the reading of the Orations; though it is hoped that they will not be found out of place in those preparatory schools where other prose is read.

The Exercises are so constructed that, in translation, the style of Caesar and Cicero may be imitated. The treatment of the Moods and Tenses is introduced before that of the Cases, in the belief that the learner should have as extended practice as possible in those difficult subjects. On page 54 a table, based upon

a similar table in Roby's Grammar, is given, which is intended to show at a glance the changes necessarily made in the Moods and Tenses when direct Discourse passes into Indirect. In the Notes and Questions an attempt has been made to furnish the beginner all needed assistance through references to the grammar and by means of suggestions rather than by direct information. The principles of syntax referred to and illustrated in each Lesson are, for the most part, reviewed in several of the succeeding Exercises that they may become well fixed in the learner's memory. To make this drill-work still more thorough, there are added, for general review and examination, supplementary Exercises, which are to be recited without previous preparation, and which may enable the teacher to ascertain whether the scholarship of his pupils is well grounded and independent or otherwise. Great pains have been taken to make the General Vocabulary complete; to make it answer questions likely to arise respecting the use of the words employed in the Exercises: deficient Vocabularies are a source of great perplexity and discouragement to beginners. It is believed that these Lessons, if well mastered, will afford sufficient preparation, in the writing of Latin, for admission to any of our American colleges.

The following plan of instruction in Prose Composition, pursued with marked success in many, if not most, of our best preparatory schools, is offered for the benefit of inexperienced teachers. The learner is required to fix in mind the principles of syntax to which the References direct his attention; to commit to memory the Examples and Vocabularies; and to bring to the recitation-room the Exercises carefully translated and written out. These Exercises are copied upon the blackboard, criticised, and corrected when necessary, by both pupils and teacher;

the corrected Exercises are then transferred to a blank book and committed to memory for oral review. The accomplishment of all this will be somewhat difficult when the class is very small and the time short: but the writing upon the blackboard, together with the criticisms and corrections before the whole class, should not be omitted; that which is seen as well as heard is much better remembered than that which only enters the ear.

With many obligations for suggestions from different sources, this book is sent forth in the hope that it may aid somewhat in overcoming the difficulties of Latin syntax, and that its faults may meet with that kindly criticism which has been so generously awarded to its predecessors.

ELISHA JONES.

UNIVERSITY OF MICHIGAN,
July, 1879.

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