

**MACMILLAN'S
SHORTER LATIN
COURSE, SECOND PART**

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Macmillan's Shorter Latin Course, Second Part by A. M. Cook & W. E. P. Pantin

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A. M. COOK & W. E. P. PANTIN

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COURSE, SECOND PART**

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SHORTER LATIN COURSE

SECOND PART

BEING AN ABRIDGMENT OF THE SECOND PART OF
MACMILLAN'S LATIN COURSE

BY

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London

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M. M. O'Brien

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PREFACE

It will be well with the issue of the Second Part of this series to state once again what our aims are and by what method we hope to attain them.

We aim at making the first few steps of the student at once more easy to take and more productive of permanent result. It seems to us that it is possible, by following in some respects the method which a child pursues in learning its native language, to make the process of learning Latin easier. A child, for example, uses the little stock of words already acquired over and over again, and only adds a word or two each day. In the same way, we endeavour to make the increase of the vocabulary steady but gradual, so that the student will know or half-know nine-tenths of the words in each exercise, and will have to do comparatively little dictionary work (which is dull), but will be occupied rather in manipulating familiar words (which is interesting). Again, just as a child picks up the various ways in which sentences are put together not so much from explanation as from hearing numberless examples, so we try by constant iteration to accustom the student to the Latin constructions. Of course when these differ

from the English constructions a few words of explanation are necessary, but a few words will generally suffice: it is not desirable at this stage to attempt to classify the constructions or in any way to pursue the study of grammar. It is these constructions which make Latin a very difficult language to read: when once the inflexions have been mastered the vocabulary puts no considerable strain on an English memory: but it requires a prolonged effort to get accustomed to the various uses of the infinitive and subjunctive and participles which have no counterpart in our own language. When the student feels at home with such sentences as *Rogavit quis vicisset* and *Renuntiavit eum, qui vicisset, iam adesse*, so that he is not forced to stop and translate them to himself, he will soon be able to read continuous passages with ease. Our chief object in this volume is to accustom him to such sentences.

The pieces of translation necessarily contain a large proportion of unfamiliar words: they are introduced less with a view to systematic teaching, than in the hope that, being naturally more interesting than detached sentences, they may prove at least a not unprofitable diversion. With many pupils it would certainly be wiser to omit them in first going through the book or to give a good deal of help: otherwise more time and labour will be spent in turning the leaves of the dictionary than would be advisable.

This book is an abridgment of the second part of the longer course. The longer course carries out more fully the principles on which the series is based: but many teachers cannot find the time to use a larger

book, and are forced to carry their pupils over the elementary ground more quickly. We have aimed at making this book as serviceable as possible to such students. The points most fully illustrated are the following: the use of the participles, the accusative and infinitive, the indirect question, *ut, ne, cum, qui* final, *quin*, conditional sentences, continuous oratio obliqua. The exercises have been to a great extent rewritten to suit the requirements of the smaller book.

It should perhaps be added that Part II. of the longer course (1893) was the joint work of us both, and that the appearance of one name only on the title-page of the earlier copies was due to a mistake of the printers.

A. M. C.

W. E. P. P.

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