

**THE ESSENTIALS OF LATIN
GRAMMAR; LATIN
EXERCISES INTRODUCTORY
TO CAESAR'S GALLIC WAR**

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The Essentials of Latin Grammar; Latin Exercises Introductory to Caesar's Gallic War by F. A. Blackburn

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F. A. BLACKBURN

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OF
LATIN GRAMMAR.

BY
F. A. BLACKBURN.

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- Nobis prima sit virtus perspicuitas, propria verba, rectus ordo; . . . nihil neque desit neque superfluat.— *Quint. Inst.* viii. 2, 22.
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PREFACE.

THIS book is the outgrowth of several years' experience in teaching Latin to beginners. Portions of it were drawn up some years ago for the use of my own classes; the success that has followed the use of them has led to the completion of the lacking portions and the publication of the whole.

The objects kept in view in compiling the book were two: without omitting essentials, to make a book small enough to be mastered by a beginner, and to arrange the principles of grammar contained in it as systematically as possible, thus making them easy to learn and easy to keep. The first object I have tried to secure by studied conciseness of statement and by the omission of all that Latin has in common with English, *e.g.*, definitions of the parts of speech, kinds of sentences, subject, object, etc.; rules for the use of adverbs, conjunctions, and the like. The object of these omissions, however, was not brevity alone, but rather simplicity. I have assumed that the book will be put into the hands of pupils who have already studied English Grammar, and I believe that loss of time is only a part of the harm of requiring a pupil to relearn a grammatical definition or principle couched in new words. The book will not be found suitable, therefore, for pupils who have not mastered the elements of grammar, unless the teacher shall supplement it with the needed definitions.

The second point aimed at is partly a matter of grammatical system, partly of typography. Whether my classification of the facts and principles of the Latin tongue is any help to the pupil in learning them and keeping them, is a question for the teacher who may use the

book. The arrangement of these facts and principles on the page, however, will commend itself, I hope, to all. The coarser print contains those portions of the grammar of the language, which, in my judgment, should be absolutely mastered; the smallest amount to which memorizing can be limited. The notes contain illustrations, explanations, and those limitations of grammatical principles which are the outgrowth of usage, and which should be gradually learned by daily reference in the course of reading a Latin author. Much that is in the notes should be memorized; how much, is a question left to the judgment of the teacher, and the answer will depend on circumstances: the amount of time at the disposal of the class, the age and character of the pupils, the requirements of the college they have in view, etc. The duplicate numbering serves to connect the notes to the statements they illustrate or explain, and is simple enough, I hope, to save the vexation and loss of time incurred in trying to find a reference in a book systematically sub-divided and classified. The numbering answers the same purpose as paging: convenience of reference. A bracketed reference refers to a note; such a reference, given orally, may be called simply "*note*," e.g. [142] may be read "note 142."

It is not claimed, of course, that so small a book contains a complete exposition of the principles of the Latin tongue, or a complete history of the growth of the forms and usage of Latin speech, and the book is not intended for those who pursue the study of the language so far. Such should provide themselves with larger and fuller treatises. It is intended for that class of pupils who study Latin in school and college for the training it gives in clearness of thought and exactness of speech, but whose tastes or plans of life and work do not lead them to the higher and more attractive study of the life and growth of the language. I have, therefore, omitted discussions of the origin and growth of forms and idioms, or of the development of syntactical usages, as well as all illustrations drawn from comparative grammar. I have tried to include, however, all the grammatical information needed for a high school or for the early years of a college;

to the point, in fact, where the better colleges now give the pupil the option of continuing classical studies, or substituting other branches more to his taste. I have tried, moreover, to so arrange the facts and usages of Latin speech, that the pupil who carries his studies beyond the limit of the book, shall not be obliged to unlearn, but only to supplement, what he has already mastered.

It is proper to add that I put forth no claim to original research, my object being to make a school-book. If the plan and arrangement do not justify its publication, there is nothing else in it to do so. I have not tried, moreover, in seeking for the best and clearest arrangement, to avoid what has been already used by others. I have freely taken from every source, whatever, in the way of expression or classification, seemed good for my purpose. The teacher who is familiar with the various Latin grammars issued within the last twenty years, will find much taken directly from them; more than I can acknowledge in detail. On questions of fact and usage, I have depended almost entirely on Roby's Latin Grammar, and have drawn freely on his citations from Latin authors, for illustrative examples. His full collections of illustrative words and sentences have saved a great amount of labor that would have been needed to find appropriate illustrations.

I shall be grateful for criticism from any source, especially for corrections or suggestions from teachers who may have occasion to test the value of the book by actual use with classes.

F. A. BLACKBURN.

SAN FRANCISCO, CAL., Feb. 17, 1883.

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