

**LATIN PRIMER: A  
FIRST BOOK OF LATIN  
FOR BOYS AND GIRLS**

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Latin Primer: A First Book of Latin for Boys and Girls by Joseph H. Allen

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**JOSEPH H. ALLEN**

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BY

JOSEPH H. ALLEN.

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## NOTE.

THIS book is designed for a class of learners too young to use the "Grammar" or "Lessons" to advantage, including those who have not yet studied English grammar. While the inevitable drill-book had better be left till they are some years older, I do not see why intelligent children of ten or twelve — as the way was, forty or fifty years ago — should not learn to know Latin and enjoy it in some of its simpler forms; which, indeed, seems to me the best possible introduction to a systematic school-course. But, to serve this end, it must be taught, first of all, *as a living and flexible tongue*, not in the abstract principles and method of its grammar; and, in the second place, by familiar use *in actual narrative and dialogue*, not by committing to memory disjointed examples and dry forms. If we consent to regard it as a dead language merely, or study it as if it had no other than an antiquarian or a scientific interest, we cannot long uphold the general study of it at all. An easy and familiar reading knowledge of a language is worth incomparably more, to most students of it, than any supposed advantage in the study of its grammatical theory. These lessons aim to give as much of the grammar as is essential for this, and no more.

The selections which follow have a vocabulary of considerable variety and range; and the learner who has mastered them all will be prepared either for the severer method of a classical course, or (if old enough) for entering directly on a line of reading in the masterpieces of classical antiquity.

CAMBRIDGE, March 26, 1870.

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## DIRECTIONS TO TEACHERS.

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THE words and sentences at the head of each Lesson should be thoroughly learned by the scholar, being carefully explained, when necessary, by the teacher. All the examples should be *well learned by heart*. REVIEW OFTEN.

The Reading Exercises that follow (from *Historiæ Sacræ*) are not designed to be studied as task-work by the pupil; only to afford practice in easy reading at sight. They should, therefore, be neither parsed nor analyzed, except so far as to make sure that the pupil understands properly what he is reading. If an hour a day should be given to the lessons, they will probably not be found too long; or, if they should, they may be abridged at the discretion of the teacher.

The Dialogues (selected from Corderius and Erasmus), which follow in parallel columns, should be studied beforehand, so that the pupil can recite the Latin from the English, or the English from the Latin, without the book, explaining the words or phrases by the Notes, or by the Lessons that have been previously learned.

The Reading Lessons, consisting of short fables and familiar pieces, are to be learned by the pupil by aid of the Vocabulary, which is designed to include also the words that have been explained in the Lessons.

The Tables of Inflection (taken from the "Manual Latin Grammar") may be used, at the discretion of the teacher, for practice on the declensions and conjugations, after they have been learned from the Lessons.

If a scholar has not studied English Grammar, he must learn the following Definitions:—