

**TWENTIETH CENTURY
TEXT-BOOKS:
CLASSICAL SECTION.
A FIRST LATIN BOOK**

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CLIFFORD HERSCHEL MOORE & J. H. WRIGHT & B. PERRIN

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CLASSICAL SECTION

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A FIRST LATIN BOOK

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PREFACE

THIS First Latin Book is intended to provide the necessary preparation for the reading of Nepos and Caesar. Whatever objections may be urged against the custom, the fact remains that the majority of schools begin these authors immediately, or very soon, after the first book is completed, and therefore the beginner must be prepared as fully as possible for this reading. To provide this preparation, the 850 words most frequent in Caesar's *Gallic War* and Nepos's *Lives* were selected to form the main vocabulary of this book; then, since every art is acquired only by the frequent practice of the same or similar exercise, each word, with few exceptions, has been used eight times or more in the sentences for translation. Although this repetition and the large type chosen to relieve the pupil's eyes may at first glance make the exercises seem long to some teachers, the author holds that the principle of frequent use is of vital importance, and believes that in no other way can an adequate knowledge of the essential vocabulary be acquired. If the exercises here given be done faithfully, the pupil will find on passing to Nepos or Caesar that he is acquainted with all the common words in the senses in which they are used by these authors, and will escape the discouragement incident to the acquisition of a new vocabulary.

Some may miss lists of related words such as are given in many books. Experience, however, shows that such lists have little value compared with those made by the

pupil himself in his note-book. The making of such lists should be steadily encouraged and the lists frequently reviewed. In the vocabularies allied words are regularly given to assist the pupil's memory.

The method of presentation, so far as possible, is the natural one. Sentences are used from the beginning; the unnatural order at first, all inflections with little syntax, then syntax, has been avoided; but the simplest and most familiar constructions of the noun and verb are employed early in connection with the fundamental inflections. The demonstrative pronouns are introduced in Lesson XII; and the simple independent uses of the subjunctive are begun in Lesson XXIX, followed by those dependent constructions which naturally belong with the independent. The introduction of Indirect Discourse in connection with the Subject and Object Infinitive will, it is hoped, free the learner from one of the time-honored terrors of Latin. Throughout, inflections and syntax are gradually developed and fully illustrated. In the treatment of the latter, recourse has constantly been made to points of similarity in Latin and English, and constructions familiar to the learner from his daily speech, as, for example, appositives, predicate nouns and adjectives, subject and object infinitives, have been freely used before they receive formal treatment. As a result of this, the rule is simply the codification of the learner's knowledge rather than the presentation of a new principle. As some teachers prefer to use a grammar with the first book, references have been given under each rule to the Latin grammar of West (W.), Bennett (B.), Allen and Greenough (A.G.), and Harkness (H.).

The author hopes that this book will prove interesting as well as useful. To secure this end the subject-matter of the exercises has been considered with care, and in most lessons the sentences taken together tell some

story rather than remain isolated illustrations of inflections and syntax. Passages of connected Latin, fables and stories from Greek and Roman history, are early introduced and used with increasing frequency to the end. These have been drawn and adapted from Livy, Eutropius, Florus, Viri Romae, etc. At the end Caesar's account of his first invasion of Britain is given as possessing unique interest for English-speaking pupils.

Yet while every effort has been made to give the necessary elementary knowledge in a simple and interesting manner, care has been taken not to avoid or to slur over the real difficulties of beginning Latin. The author has no sympathy with the notion, now fortunately disappearing, that a study must be made easy to escape being dull. A knowledge of Latin, like that of every other subject, can only be acquired by hard work; and the author's own experience in teaching the elements of Latin has convinced him that nothing contributes so certainly to an interest in the subject as hard study and the mastery of each principle as it is met. Real acquisition is a delight, and nothing has done so much to create a distaste for Latin or caused so many to drop the language at the end of the first year as careless work in the beginning and the useless half-knowledge resulting therefrom. Inflections and rules should be *learned*, and the exercises should be mastered. If this be done throughout the study of this book, the pupil will find a genuine interest in Nepos and Caesar.

Finally, no attempt has here been made to supplant the intelligent teacher. The printed word can never be so potent as the living voice, and each topic can be advantageously illustrated by the instructor.

The author wishes to thank Prof. A. F. West for permission to make free use of the excellent statements employed in his Latin Grammar in the TWENTIETH CENTURY SERIES; to express his obligation for invaluable aid

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All suggestions and corrections will be gratefully received.

C. H. M.

CAMBRIDGE, MASS., *August 16, 1903.*