

**A STRAIGHT ROAD
TO CAESAR FOR
BEGINNERS IN LATIN**

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A straight road to Caesar for beginners in Latin by George W. Waite & George H. White

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GEORGE W. WAITE & GEORGE H. WHITE

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FOR BEGINNERS IN LATIN

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To
OUR BRETHREN
of the
NORTH-EASTERN OHIO TEACHERS ASSOCIATION

This Book is
with their consent
RESPECTFULLY INSCRIBED

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PREFACE.

THE aim of this book is indicated by the title. Caesar is properly the first Latin author read by American students, for no writer illustrates more clearly the spirit and principles of the language. A mastery of Caesar is the best possible foundation for Latin scholarship.

But Caesar is too difficult to be read freely and enthusiastically without definite preparation. The road to Caesar should be as direct and easy as a Roman road; it must, however, be long enough to carry the traveller not merely within sight of the city, but to the golden milestone in its very centre.

Our plan includes:—

1. *An abundance of easy sentences*, both English and Latin, for translation. The Latin is to be learned by constant and rapid translation, both Latin-English and English-Latin. The grammar-work is essential; but the grammar is quoted to explain the sentences, not the sentences to illustrate the grammar. The work begins with the sentence and is developed by sentences, so easy at first, and increasing in difficulty so gradually, that the hour of recitation is filled with the rapid practical use of the language.
2. *The inductive method*, used with moderation. The pupil first sees the Latin word in sentences, and, — in the earlier part of the book, — in all its case-forms; then, and not till then, he is called upon to learn the paradigm. The rules of syntax are developed in a similar way. There is thus, in every moment of study, the "joy of discovery," the "scientific method," laboratory practice. Words, as truly as rocks and flowers, are products of nature; and their right study should cultivate the observing faculties of the young as successfully, and in a very important direction.
3. *The use of Caesar's vocabulary and of sentences taken from Caesar*. In the choice of words for the earlier pages, we were obliged to take into account not only the frequency of their occurrence in Caesar, but as well, their availability for both paradigms and sentences. We can hardly expect that the amount of labor expended upon this portion of our book will be appreciated by any who have not attempted the

same thing. Our words are, with but two or three exceptions, Caesarian, and the sentences, as soon as the extent of the pupil's vocabulary allows, are largely taken from Caesar without essential change of form. We find, on concluding the work with classes, that the outline of thought in the First Book of Caesar, and a considerable portion of the difficult expressions, have become familiar to our pupils, so that their first days in Caesar are not, as has too often been the case, the most discouraging of their whole Latin course. And we regard it as of some importance that pupils should receive their first impressions of Latin not from such sentences as, *The rose is red*, but from Roman expressions like those of Caesar.

4. *Systematic arrangement, and such constant repetition* of all the previous work to the very end of the book, not through repeated references to the grammar, but through the construction of sentences, that term-reviews are not necessary, but that the pupil may constantly and safely move forward. Words are given so many times in the exercise where they first occur, and called up so regularly afterwards, that the pupil need never go to the lexicon for them a second time, and is able, thus, to give his full thought to the inflectional endings. And yet, toward the end, new words are freely introduced, that the pupil may have practice in the rapid acquisition of words. Equal care has been expended in arranging the principles of syntax; new rules are called up so regularly that they cannot pass out of mind.
5. *Provision for the most thorough drill upon paradigms.* No new method can secure substantial progress without such drill. All our paradigms are divided into syllables and accented, that there may be no possibility of mistake. It is hoped that the arrangements made for carrying the whole sentence through a paradigm may have some value.
6. *Adequate means for teaching pronunciation correctly from the beginning.* The first few days are all-important for this. We have not only given a key to the sounds and carried this as a foot-note for several pages, but have divided words into syllables and marked the accents for fifteen pages, and have throughout marked vowels known to be long.
7. *The least possible use of the verb before the verb paradigms are given.* Not many verbs are given at first, and these are used only in the third person of the present, imperfect, and future indicative. This is no burden to the pupil, yet it gives a good insight into the verb as Caesar employs it, and makes the study of the verb comparatively easy when it is reached.

8. *Prominence to rules, not to exceptions.* If rules are acquired, exceptions are noticed as exceptions when they occur, and this is sufficient in the early stages of language study.
9. *Adequate emphasis* upon the third declension of nouns, the pronouns, and the third conjugation of verbs.
10. *No division into Lessons*; the teacher being left free to divide the work according to his judgment.

Our reason for attempting to add another to the list of First Latin Books now before a long-suffering public, is that, after trying many books, we have not found among those in use one which exactly meets our needs. All with which we are acquainted demand a solid year of work, and do not enable the pupil even then to enter Caesar with comfort. We have found, by repeated trials, that good classes will accomplish this book and a large portion of the First Book of Caesar, in thirty-six weeks, each of five one-hour recitations. Many teachers—if many teachers do us the honor to use this book—will prefer to devote the whole thirty-six weeks to the mastery of the book alone. Others may think it wise to introduce the pupils to Caesar when they have reached *RESULT CLAUSES*, p. 144, and to take the remainder of this book in connection with the study of Caesar. This we have sometimes done.

We desire to express our thanks to Miss Mary L. Atwood and Miss Frances J. Hosford, of the Oberlin College Preparatory School, and to Miss Grace Safford of the Oberlin Public High School, for their patient and appreciative use of our exercises, while we were experimenting with trial-editions.

OBEBLIN, July, 1891.