

**EXERCISES IN LATIN PROSE  
COMPOSITION: WITH REFERENCES TO THE  
GRAMMARS OF ALLEN AND  
GREENOUGH, ANDREWS AND STODDARD,  
BARTHOLOMEW, BULLIONS AND  
MORRIS, GILDERSLEEVE, AND HARKNESS**

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**Exercises in Latin Prose Composition: With References to the Grammars of Allen and Greenough, Andrews and Stoddard, Bartholomew, Bullions and Morris, Gildersleeve, and Harkness by Elisha Jones**

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**ELISHA JONES**

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BARTHOLOMEW, BULLIONS AND MORRIS,  
GILDERSLEEVE, AND HARKNESS.

BY

ELISHA JONES, A.M.

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COMPOSITIONS."

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## PREFACE.

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THE aim of this little manual is simply to illustrate such constructions as are most frequently met with in the Commentaries of Caesar, the Orations of Cicero, and similar prose. It does not pretend to teach how to turn all kinds of English into Latin; this could not be expected of so elementary a treatise, and, perhaps, our present systems and methods of preparatory instruction do not demand it: but it designs to give the student such an introduction to the more important principles of Latin syntax, such an acquaintance with the more usual idioms of the language, as shall lead him towards a fuller understanding and appreciation of the great classic prose-writers of ancient Rome. With this end in view, most of the Examples and Vocabularies have been selected from the works mentioned above, and the plan is for the first twenty Lessons to accompany the reading of the Commentaries, and the second twenty the reading of the Orations; though it is hoped that they will not be found out of place in those preparatory schools where other prose is read.

The Exercises are so constructed that, in translation, the style of Caesar and Cicero may be imitated. The treatment of the Moods and Tenses is introduced before that of the Cases, in the belief that the learner should have as extended practice as possible in those difficult subjects. On page 54 a table, based upon

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a similar table in Roby's Grammar, is given, which is intended to show at a glance the changes necessarily made in the Moods and Tenses when direct Discourse passes into Indirect. In the Notes and Questions an attempt has been made to furnish the beginner all needed assistance through references to the grammar and by means of suggestions rather than by direct information. The principles of syntax referred to and illustrated in each Lesson are, for the most part, reviewed in several of the succeeding Exercises that they may become well fixed in the learner's memory. To make this drill-work still more thorough, there are added, for general review and examination, supplementary Exercises, which are to be recited without previous preparation, and which may enable the teacher to ascertain whether the scholarship of his pupils is well grounded and independent or otherwise. Great pains have been taken to make the General Vocabulary complete; to make it answer questions likely to arise respecting the use of the words employed in the Exercises: deficient Vocabularies are a source of great perplexity and discouragement to beginners. It is believed that these Lessons, if well mastered, will afford sufficient preparation, in the writing of Latin, for admission to any of our American colleges.

The following plan of instruction in Prose Composition, pursued with marked success in many, if not most, of our best preparatory schools, is offered for the benefit of inexperienced teachers. The learner is required to fix in mind the principles of syntax to which the References direct his attention; to commit to memory the Examples and Vocabularies; and to bring to the recitation-room the Exercises carefully translated and written out. These Exercises are copied upon the blackboard, criticised, and corrected when necessary, by both pupils and teacher;



the corrected Exercises are then transferred to a blank book and committed to memory for oral review. The accomplishment of all this will be somewhat difficult when the class is very small and the time short: but the writing upon the blackboard, together with the criticisms and corrections before the whole class, should not be omitted; that which is seen as well as heard is much better remembered than that which only enters the ear.

With many obligations for suggestions from different sources, this book is sent forth in the hope that it may aid somewhat in overcoming the difficulties of Latin syntax, and that its faults may meet with that kindly criticism which has been so generously awarded to its predecessors.

ELISHA JONES.

UNIVERSITY OF MICHIGAN,  
July, 1879.

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																								
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## CONTENTS.

	PAGE.
ABBREVIATIONS. . . . .	xii
ARRANGEMENT OF WORDS AND CLAUSES IN LATIN PROSE :	
Usual Order; How to produce Emphasis; Position of Certain Words; Arrangement of Clauses . . . . .	3
LESSON I. — AGREEMENT :	
Apposition; Predicate Word; Relative Pronouns; Relative Clause made Emphatic . . . . .	3
LESSON II. — AGREEMENT ( <i>Continued</i> ):	
Finite Verb; Adjectives; Adjectives with Nouns of different Genders; Adjectives as Nouns; Adjectives with the force of Adverbs; Adjectives designating a Certain Part . . . . .	6
LESSON III. — USE OF PRONOUNS:	
Personal; Possessive; Reflexive . . . . .	8
LESSON IV. — USE OF PRONOUNS ( <i>Continued</i> ):	
Demonstrative; Indefinite; Relative . . . . .	10
LESSON V. —	
Commands and Exhortations; Prohibitions; Wishes; Voca- tive . . . . .	13
LESSON VI. — TENSES OF THE INDICATIVE :	
Historical Present; Present with <i>dum</i> , while; Present with <i>iam</i> , <i>jam</i> <i>dtu</i> , <i>jam dudum</i> , <i>jam pridem</i> ; Imperfect; Future; Perfect; Pluperfect; Future Perfect . . . . .	15
LESSON VII. — SEQUENCE OF TENSES; FINAL CLAUSES:	
Sequence of Tenses; Exceptions; Adverbial Use of Final Clauses; Adjective Use of Final Clauses . . . . .	18
LESSON VIII. — FINAL CLAUSES ( <i>Continued</i> ):	
Substantive Use of Final Clauses; <i>ut</i> omitted . . . . .	21