

INTRODUCTION TO LATIN. PART ONE

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Part One

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PREFACE

THE way of the beginner in Latin is too often confined to those subjects in which, aside from memory, the powers of the mind find little chance of development. This fact, with the opinion that in the American schools the study of Latin is usually undertaken so late that every lesson of the first year must be planned with a view to covering an assignment and preparing for the second year work, led me to work out for myself a simple sentence method, adapted to the ability of the average seventh grade pupil. Out of seven years of successful experience with this method has grown this small volume for seventh grade pupils.

The prime object in the preparation of this work is to achieve the utmost simplicity of treatment of subject matter, so as to render it easy to the pupil, thus sparing him the perplexities attendant upon the use of a regular first year Latin text until he is better able to cope with them. Instead of spending long hours from the beginning in endless drill on the rules of grammar, on declensions and conjugations, and on the perplexities of syntax, the pupil is, in his first lesson, introduced to the simple sentence, "*Agricola aquam portat,*" as shown in the model lesson. The development of the translation of this sentence by English derivatives creates in every child an interest and desire to see the very close relation between Latin words and those of the English language, as well

as an interest in finding the translation of the sentence. By careful questioning we are always pleasantly surprised at the number of English derivatives that the small seventh grade pupil can name. We also find that he shows much interest in the three possible English translations of the sentence, in the Latin word order, in the omission of the article in Latin, etc.

After a thorough discussion of the above Latin sentence and the use of the most common English derivatives in sentences, the terms, subject and nominative case, are discussed in Lesson I. The use and the terminations in the singular and plural of the nominative case are given. Other sentences are used to show that the endings are "a" in the singular and "ae" in the plural.

In like manner the most common use and the terminations of the accusative, genitive, dative, and ablative cases are studied and learned, new words, mostly Cæsarean, being introduced in each new sentence, up to Lesson IX, when the pupil is able to form for himself the paradigm for first declension nouns. Further application of the first declension forms is then made by exercises from Latin into English and *vice versa*.

Nouns of the second declension, masculine and neuter, adjectives of the first and second declensions, first conjugation verbs, active and passive, second conjugation verbs, active, and the simplest and most common constructions of the various cases are very similarly treated. The book affords much drill for the application of all new phases of the work as they are presented.

Review lessons are frequent. They embrace vocabularies, derivatives, and constructions. Many of these

lessons contain Latin sentences using the different constructions studied during a certain period of time.

Short reading lessons and conversational exercises occur frequently in the latter part of the text to arouse interest and to prepare the pupil for his later connected reading of the language.

Following the eighty-six lessons there are a few pages of abbreviations from the Latin, Latin phrases common in English, easy fables, poems, etc., to be used at the teacher's discretion during the year.

Thus the pupil thoroughly familiarizes himself with a working vocabulary of about 175 words and with the use of approximately 700 English derivatives — which makes the work alive and interesting to him. He also lays for himself a sure foundation of a limited number of forms and fundamental constructions.

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SUGGESTIONS TO TEACHERS

IN the belief that pronunciation is best learned directly from the teacher, the use of the material on that subject at the beginning of the text is left to the discretion of the teacher.

In connection with the earlier lessons on the development of the cases, etc., it is desirable that much time be spent in oral work and in the correlation of English and Latin grammar.

Throughout the entire course it is very desirable and profitable to develop the meaning of the new Latin words by English derivatives, to obtain as many common derivatives as possible from each new word, to understand their meaning, and to use all the most common ones in good English sentences. Such work serves to relate the study of Latin more closely to the pupil's study of English, and so makes clear the great importance of the Latin element in the English language.

It is profitable and quite necessary that particular attention be given to the review lessons as they occur in the book.

Instead of the usual arrangement of lessons which must be divided into two or three assignments, this text provides short lessons which can usually be covered in a single assignment. The rate of progress through the book must, of course, be determined by the ability and aptitude of the class. It is found that with pupils