

**CAESAR AND THE GERMANS;
ADAPTED FROM CAESAR, 'DE
BELLO GALLICO', AND EDITED,
WITH INTRODUCTION, NOTES,
VOCABULARY, &C.**

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Caesar and the Germans; adapted from Caesar, 'De bello gallico', and edited, with introduction, notes, vocabulary, &c. by A. H. Davis

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CAESAR AND THE GERMANS



JULIUS CAESAR.
In the British Museum.

Elementary Classics

Caesar And the Germans

*Adapted from Caesar, 'de Bello Gallico,' and edited,
with Introduction, Notes, Vocabulary, &c., by*

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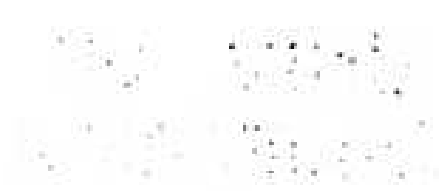
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PREFACE

THIS book is intended for use by pupils who have got far enough to deal with compound sentences in Latin, and can 'spot' and parse the ordinary verb and noun forms.

The earlier part is a good deal simplified, so that Part I. could be used by a lower form, the whole book by a higher one, who would be able to run through Part I. rapidly.

In Part I. the speeches in *Or. Obliqua* are turned into *Or. Recta*, *Or. Obliqua* being put in italics throughout the book. For convenience of reference, and comparison with other editions, the number and sequence of the chapters has not been changed from the original. After Part I., there is very little alteration of the text, a few longer sentences being slightly shortened, and, occasionally, causal clauses put into brackets.

As the text proved rather longer than was anticipated, the latter part had to be considerably shortened. I was particularly sorry to omit the accounts—supposed now, with the geographical chapters, not to have been written by Caesar—of the German animals

from Part IV. (Book VI.), and the story of Baculus (VI. 28).

The geographical notes seemed necessary for the comprehension of the text. It has often been a source of annoyance to me to find a map and the text fail to agree, or to find a map differing in important respects from those usually accepted, but without any explanation of the differences.

The necessity of shortening the book has prevented the inclusion of 'English into Latin' exercises. I should like to take this opportunity of recommending the turning into Latin of idiomatic or slang phrases, in order to practise the phrases in the text: *e.g.* after reading page 1 sentences might be given like 'If you let the cat out of the bag, you'll get it hot.' It is most important for young students to understand that it is the sense, not the mere words, that requires turning into the other language. Exercises might also be given in turning the *Or. Recta* back into *Or. Obliqua*, or the reverse.

Some of the 'Notes' may be considered more advanced than beginners require. Such may be passed over by young pupils, or they may be useful at times to the teacher. It is desirable, however, for more advanced classes to read through a book or two of Caesar fairly rapidly. The questions in the 'Notes' are meant as 'cautions' to boys when 'preparing' the translation.

The notes were written, as a rule, without reference to the opinions of other commentators, but were revised after reading Mr. Rice Holmes' edition of the text and his *Conquest of Gaul*. Every student of Caesar owes an immense debt to Mr. Rice Holmes. His books put forward the facts—or other scholars' opinions—in a masterly and impartial manner, give the reader his decision, where he has formed one, or leave the matter undecided. Whether you agree with him or not (and I find I particularly disagree with him as to the construction of the bridge), you must be the better for his frank discussion of the difficulties. In writing of 'difficulties,' I have been in doubt at times in turning Caesar's *Or. Obliqua* into *Or. Recta*, e.g. on p. 14, l. 319, where the original runs *Itaque se proxima nocte de quarta vigilia castra moturum*, it puzzled myself—and a more competent scholar—to find out whether *proxima nocte* is correct for 'to-night,' i.e. 'this very night' in *Or. Recta*.

Being unable to find the Latin phrase, I have left it. Perhaps someone will kindly help me out of the difficulty. I was also in doubt as to p. 5, l. 55, where I have represented *pararentur* by *parandi sunt*. I find Mr. Rice Holmes takes the same view.

I should like especially to thank my friend Mr. E. H. Furness, of Bromsgrove School, for looking over most of the proof-sheets and for many valuable suggestions; also Professor Haverfield, for kindly