

**LATIN COMPOSITION FOR
SECONDARY SCHOOLS.
PART 1. BASED ON CAESAR'S
GALLIC WAR BOOKS I-IV**

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Latin Composition for Secondary Schools. Part 1. Based on Caesar's Gallic War Books I-IV by Benjamin L. D'Ooge

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FOR

SECONDARY SCHOOLS

BY

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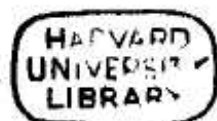
PART I

BASED ON CÆSAR

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PREFACE

The purpose of the study of Latin Composition is generally conceded to be, not to teach the art of writing Latin as an end in itself, but rather to increase the student's familiarity with the style, idioms, and vocabulary of the authors he is reading, and at the same time to afford effective instruction in syntax. It is for the accomplishment of this twofold purpose that the following three years' course has been prepared. The course is divided into three parts, designed respectively for the second, third, and fourth years of the secondary school, and is of the following character:—

Part I is based on Cæsar's Gallic War for vocabulary, idioms, and general content; but in syntax the exercises are made to conform to the systematic presentation of the subject which characterizes the lessons throughout. To take up constructions in Latin composition in the capricious order in which they happen to occur in the accompanying text has been shown to be pedagogically unsound and fatally weak in that the subjects are not presented in their proper order or logical course of development, and the student is unable to bring the disorganized bits of knowledge thus acquired into a strong and well-organized synthetic whole. The constructions have, therefore, been taken up in their grammatical sequence, and the exercises are preceded by appropriate grammar-lessons; next follow selected idioms to be memorized, and finally the sentences aim to give practical and illuminating expression to the syntax and idioms that precede.

It is the general experience of teachers that young pupils fail to understand much that the grammar contains, and that they also fail to discriminate between the important and unimportant. Considerable matter of an explanatory character has therefore been added to the grammatical references. This acts as a medium between the student and the grammar: interprets what is obscure or technical in statement, throws into strong relief what is essential and of vital importance, and presents in brief summaries, practical and convenient for memorizing, the most important constructions.

The exercises for oral translation are very simple and have been made so easy as not to demand a large amount of time in preparation. They can be used most easily and profitably in connection with each day's review lesson. Each fourth exercise is in connected narrative prose and designed for written translation. The written exercises are without new grammar work, and aim to review especially the syntactical principles treated in the three preceding oral exercises and to give practice in writing connected Latin. In both oral and written exercises the most space has been given to the constructions that are the most important. A few lessons involving some of the more difficult or more unusual constructions have been marked with an asterisk and may be omitted at the discretion of the teacher. Reviews of both idioms and grammar are provided for at convenient intervals.

Schools differ so greatly in the amount of time given to Latin composition that it is impossible to make a manual of a size that will suit all conditions. Many schools will find it possible to finish all of Part I. For such as do not take it all, it would be well to go at least as far as "The Syntax of Nouns," Lesson LXXXVII. This subject is taken up more fully in Part II and may be deferred until that time.

Part II is based on Cicero's Orations and follows in general the plan of Part I; systematic work in grammar being carried on with illustrative exercises throughout the year. The orations used for a basis are the Manilian Law, the Catilinarian Orations, and the Archias. The ground covered is in some respects the same as that gone over in Part I, except that the treatment is more detailed and the accompanying exercises are somewhat harder. Among the new subjects discussed in Part II are the translation in Latin of the English auxiliary verbs and the use and meaning of the Latin prepositions. Both of these classes of words are of constant occurrence, and thus far have lacked adequate treatment in books for secondary schools. To give greater definiteness to the work it seemed wise to discuss particular subjects with special orations, as follows: with the Manilian Law, syntax of nouns, adjectives, and pronouns; with the Catilinarian Orations, syntax of the subjunctive; with the Archias, the English auxiliary verbs and the Latin prepositions. There has been provided, further, a vocabulary of synonyms, without which a study of Cicero's prose would be quite incomplete.

Part III consists of thirty-four exercises to be used as a prose review in the fourth year. If systematic study of grammar has been steadily pursued for two years, such knowledge can be best tested and made effective by miscellaneous exercises independent of an accompanying text. These exercises are of this character, and consist each of two parts, A and B. The sentences in A are short and disconnected, while B consists of a paragraph of connected narrative. Teachers will use either or both parts at their discretion. One of these exercises per week throughout the senior year would not seem an excessive requirement. In order that the exercises might be well within the powers of students, they were based on Cicero's Orations and Letters,

such portions being chosen as are not usually read in secondary schools. The vocabulary, therefore, and many of the idioms and phrases, will not be unfamiliar; and students should be encouraged to write these exercises as far as possible without consulting the special English-Latin vocabulary with which this part has been provided.

In the preparation of this book I have had the criticism and advice of many prominent teachers of secondary Latin, and I take pleasure in acknowledging their valuable services. Especial mention is due to Miss Bessie J. Snyder, of the High School of Omaha, Neb., and to Miss Clara Allison, of the High School of Hastings, Mich.

BENJAMIN L. D'OUGE.

MICHIGAN STATE NORMAL COLLEGE,

November 1, 1904.

PART I

BASED ON CÆSAR'S GALLIC WAR
BOOKS I-IV