

**THE NEW GRADATIM: A REVISION,
WITH MANY ADDITIONS AND
OMISSIONS, OF "GRADATIM," AN
EASY LATIN TRANSLATION BOOK
FOR BEGINNERS**

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H. R. HEATLEY & H. N. KINGDON & WM. C. COLLAR

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FOR BEGINNERS

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NOTE TO THE REVISED EDITION OF 1889.

I HAVE found *Gradatim* to be a most useful book to accompany and supplement the first year's work in Latin. The Latin is pure, simple, and idiomatic, easily understood by the young learners, interesting, and even amusing. If Cæsar must be read as the first classical author, this book may be very happily used for some weeks to smooth the way, by giving practice in translating easy Latin. The enormous sale of the book in England shows how helpful it has proved to teachers in Latin there. The work of revision has consisted mainly in rewriting the first twenty anecdotes, — in which the authors made the unhappy experiment of writing the Latin in English order, — marking the quantity of long vowels everywhere, and correcting the vocabulary, which was unusually rich in mistakes.

WM. C. COLLAR.

ROXBURY LATIN SCHOOL,
June, 1889.

THE above note shows at what point this second revision has been taken up. It was my purpose to do little

more than correct errors that had been overlooked in previous impressions, and make certain omissions; but prolonged examination suggested other changes, together with additions so various and important that it has seemed necessary to modify the title in order to distinguish this edition from the book in its earlier form.

Thirty-four anecdotes have been omitted. Some of these seemed rather pointless, others a little questionable in tone or taste.

By permission of the author of *Fabulae Faciles*, Mr. F. Ritchie, the Story of the Argonauts and the Story of Ulysses, amounting to nearly thirty pages, have been added.

Some important principles of grammar have been added, emphasized, or expanded.

Notes explaining such difficulties as it has been found embarrass and delay young pupils are given at the end of the reading lessons.

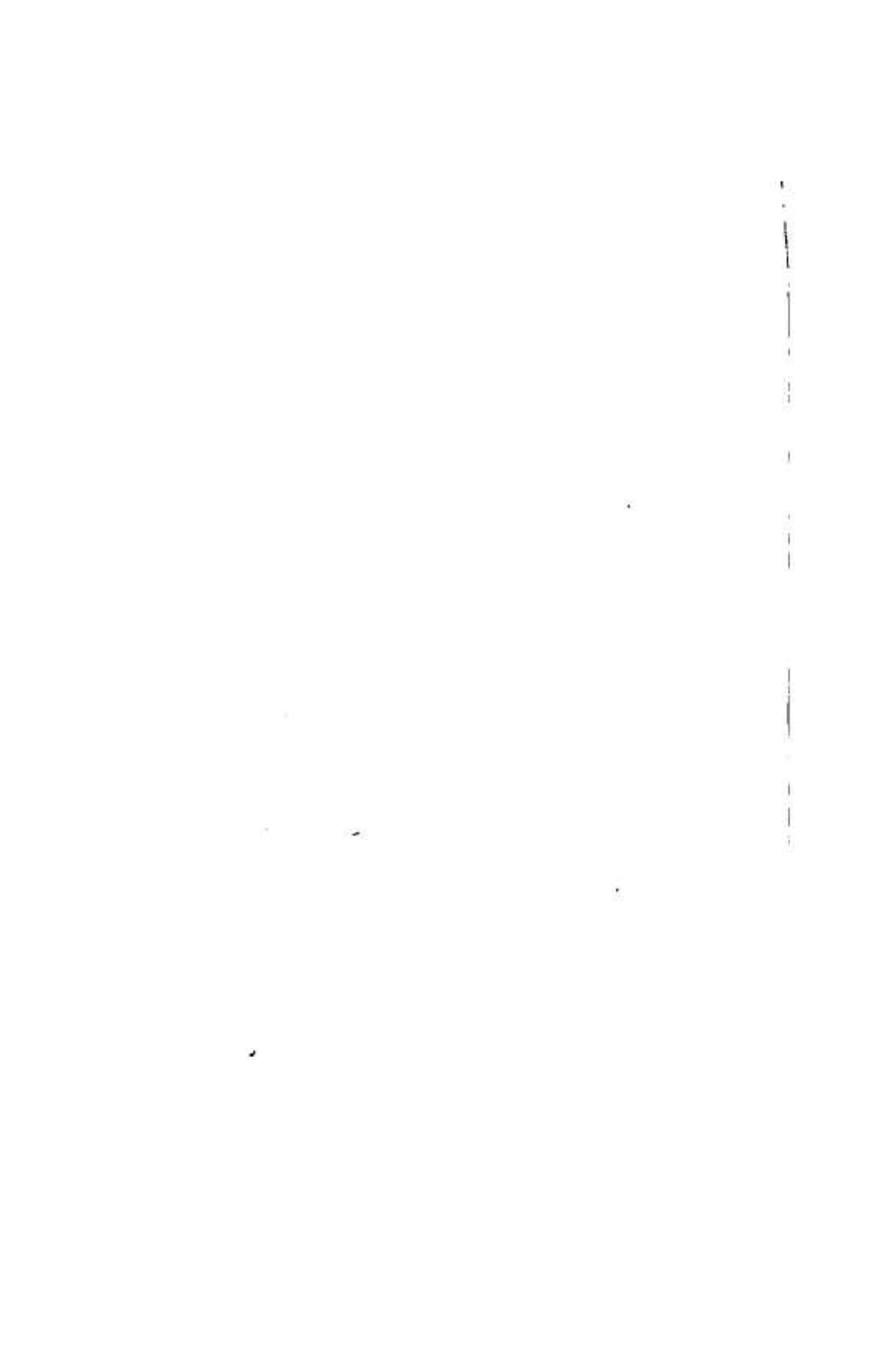
Finally, immediately following each anecdote, from two to ten of the words that occur in the text are set down, chosen out as likely to be the least familiar to the learner, and either defined by more familiar Latin words, or having references to places where they have occurred in preceding anecdotes. It is most important to encourage students in every way to form the habit, when they meet with what seems a new word, or a familiar word in a new sense, of trying to recall its previous occurrence, instead of turning at once to the vocabulary, or to a lexicon.

The need of putting some easy Latin into the hands of pupils very early in their study, to accompany and supplement the learning of forms and the elements of syntax, is now happily coming to be realized, and it is hoped that *The New Gradatim* will be found to supply exactly that want.

The Stories of the Argonauts and of Ulysses, abounding as they do in the words, idioms, and constructions of Cæsar's *Gallie War*, ought to make it easy for the pupil to pass from them to *The Gate to Cæsar*; but it will generally be better to interpose not a little easy and rapid reading for the sake of an enlarged vocabulary.

WM. C. COLLAR.

ROXBURY LATIN SCHOOL,
June, 1895.



CONTENTS.

HINTS TO BEGINNERS.

	PAGE		PAGE
Pronunciation	1	Verb	56
Declension	2	Infinitive	56
Conjugation	3	Space	57
Subject and Predicate	5	Double Accusative	61
Transitive and Intransitive		Quality	62
Verbs	6	Participles	67
Adjectives	8	Price and Value	67
Apposition	10	Deponent Verbs	72
Question	16	Gerunds and Supines	77
Order	11	Impersonal Verbs	80
Partitive Genitive	22	Subjunctive Mood	87
Demonstrative Pronouns	27	Accusative and Infinitive	95
Comparison	32	Indirect Questions	95
Time	33	Cum Causal or Concessive	96
The Relative	39	Relative of Purpose	96
Active and Passive	41	Ablative Absolute	139
"Cui" Verbs	48	Notes	129-143
Place	48	VOCABULARY	145-189

TABLE OF STORIES.

The Naughty Boy	12	Orchard-robbing	19
The Rotten Apples	13	Faithful Caleb	20
The Miser	14	Judge Gascoyne	20
The Broken Dike	14	Alfred and the Cakes	21
The Piper's Slave	15	Sir Walter Raleigh	21
The Young Doctor	18	Too Clever by Half	22
The Sporting Doctor	18	The Young Shaver	23