

**THE NEW GRADATIM: A REVISION,  
WITH MANY ADDITIONS AND  
OMISSIONS, OF "GRADATIM", AN  
EASY LATIN TRANSLATION BOOK  
FOR BEGINNERS, 1899**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649656813

The New Gradatim: A Revision, with Many Additions and Omissions, Of "Gradatim", an Easy Latin Translation Book for Beginners, 1899 by H. R. Heatley & H. N. Kingdon & Wm. C. Collar

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

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THE  
NEW GRADATIM

A REVISION, WITH MANY ADDITIONS AND OMISSIONS, OF

“GRADATIM,”

AN EASY LATIN TRANSLATION BOOK  
FOR BEGINNERS

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BOSTON, U.S.A., AND LONDON

GINN & COMPANY, PUBLISHERS

1899

Spruette

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PA 2087  
H 515  
1899

NOTE TO THE REVISED EDITION OF 1889.

MAIN

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 *Gallic 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.

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