

THE ELEMENTS OF LATIN GRAMMAR

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The Elements of Latin Grammar by Richard Hiley

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RICHARD HILEY

**THE ELEMENTS OF
LATIN GRAMMAR**

LATIN GRAMMAR.

THE late learned DR. SAMUEL BUTLER, formerly Head Master of Shrewsbury Grammar-School, and afterwards Lord Bishop of Lichfield and Coventry, — to whom the first edition of this Grammar was, by permission, dedicated, — was pleased to honour the work by the following opinion :—

"I think your book, wherever I have examined it, done with care and ability; it is short, clear, and well selected, and likely to be very useful."

DR. ALEXANDER CROMBIE, the eminent Author of the "*Gymnasium*," passes an equally flattering opinion :—

"I have read your volume," says the Doctor, "and shall have no hesitation in recommending it as an excellent compendium of the principles of Latin Grammar. It contains much useful matter, well arranged, and comprised in a small compass. It does equal credit to your industry and your judgment."

THE HEAD MASTER of the CAMBERWELL COLLEGIATE SCHOOL, LONDON, expresses himself to the same effect :—

"It is only recently that I have become acquainted with your LATIN GRAMMAR; and after a careful comparison of its contents and system of arrangement with those of other Latin Grammars, and particularly of that which had hitherto been used in this Institution, I am fully convinced of its superiority as a Manual for Boys, and have accordingly introduced it into this school. I have deemed it right to give you this information as a slight tribute due to your intelligence and industry, as well as to the very considerable service which you have thereby rendered to the profession.—I have likewise adopted your English Grammar and Exercises for my classes."

THE ELEMENTS
OF
LATIN GRAMMAR:

FOR THE USE OF SCHOOLS.

BY RICHARD HILEY,

LATE PRINCIPAL OF THORP-ARCH GRANGE SCHOOL, NEAR YADCASTER; AND
AUTHOR OF "AN ENGLISH GRAMMAR," "ENGLISH COMPOSITION," &c.

FOURTH EDITION, IMPROVED.

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PREFACE

TO

THE FOURTH EDITION.

THE following work was originally drawn up for a large school, consisting partly of boys intended for some profession, and partly of those destined for commercial pursuits. In both cases, Latin was required of every pupil. For some time the Eton Grammar was used, but this was afterwards displaced by the meritorious production of Dr. Valpy. For advanced pupils, however, Valpy's Grammar proved too meagre. And, though many good rules and useful hints are appended to that work by way of notes, still, from a want of methodical arrangement, their value is much impaired, and rendered of little practical advantage. Under these circumstances, the Author was induced to write an original treatise which should incorporate all that was really valuable in the Eton and Valpy's, as well as the leading rules and principles of Crombie, Zumpt, Scheller, Adam, Ruddiman, and Kuhner. The work was thus intended to form a good sound *First* and *Second* Latin Grammar, so arranged and condensed as to be useful alike to the youthful tyro and the advanced student.

In the execution of the work, whatever appeared too difficult, or of only doubtful utility, has been excluded. Great care has been exercised in giving prominence to the leading rules, and in so adjusting the secondary observations that they shall not encumber what they were intended

to illustrate or modify. Things also that have an intimate connection with each other, are not dispersed like so many unconnected fragments, but are brought together and placed in appropriate sequence. Such an arrangement materially facilitates the acquisition of knowledge, as well as its permanent retention.

The most important rules have been printed in a large and distinct type, while the subordinate observations, intended to be *read* and not to be committed to memory, are printed in a smaller type.

In expressing the various definitions, the Author has laboured to combine comprehensiveness with perspicuity, as an essential feature in every didactic treatise. Indeed a correct definition at the outset not only enables us to avoid error, but greatly accelerates our future progress.

Should the question be raised as to the superiority of rendering the rules in Latin rather than in English, our preference will be mainly decided by the object we seek to accomplish. If our object be to familiarise the youthful mind with a certain colloquial Latin phraseology, then the utility of Latin rules may be in some measure conceded. And if, in addition to this, be pleaded old usage, our own early training, and the venerableness of antiquity, then, the question will be settled *not* by an appeal to *argument*, but to *educational reminiscences*.

But if, on the contrary, our object be how best to enable a beginner to acquire a clear and determinate knowledge of a subject, and to apply it with ease and accuracy, then assuredly, the readiest and most sensible way is through the medium of that language in which we are *accustomed to speak and think*. The good old maxim of proceeding *from what is well known to what is less known*, is of such obvious utility, as to supersede the necessity of adducing any other argument on the subject.

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