

**THE STUDENT'S SERIES OF
LATIN CLASSICS; NEW LATIN
COMPOSITION BASED MAINLY
UPON CÆSAR AND CICERO**

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The Student's Series of Latin Classics; New Latin Composition Based Mainly upon Cæsar and Cicero by Moses Grant Daniell

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MOSES GRANT DANIELL

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The Students' Series of Latin Classics

NEW
LATIN COMPOSITION

BASED MAINLY UPON CAESAR AND CICERO

BY
MOSES GRANT DANIELL

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PREFACE.

THIS book is a revision of the author's "Exercises in Latin Prose Composition," with certain important additions which have been suggested by his own experience and that of many of his fellow teachers. The former work was prepared "in the belief that Latin composition can best be taught directly in connection with the reading of the Latin authors. Its purpose is to furnish pupils with sufficient material for oral and written practice in Latin composition while reading Caesar and Cicero. Its method contemplates the study and recitation of the oral exercises as a part of each day's lesson, either in the advance or the daily review (preferably the latter), and of the written exercises at stated periods corresponding to the progress of the class in the Latin text, — the important thing being to have both oral and written work done while the passages on which they are based are fresh in the mind. The text thus furnishes the vocabulary, the models for all the idioms, the principles of syntax, and the order and arrangement of words."

His own later experience, the verdict of a multitude of his fellow teachers, the attitude of the universities and colleges of highest rank, the reports of the various Latin conferences, as well as the recent flattering imitations of his text-book, afford a very convincing endorsement of this purpose and method. It is confidently expected, however, that the changes and additions that have been made in this revision will render the work still more effective.

ORAL EXERCISES. — The sentences for oral translation have been materially simplified, and special attention has been paid to idioms and phrases that occur in the text. These exercises, based on the text of the Latin authors, are so simple and so well graded as to draw lightly upon the pupil's time, while they afford a large amount of practice in composition, and insure a thorough acquaintance with the Latin text, its vocabulary, constructions, and idioms, and, more than that, furnish the best of training in forms. It is believed that the teacher who insists upon the rapid oral translation of these exercises in connection with the daily review will find that his pupils will soon acquire a happy facility in translation and a ready acquaintance with forms.

An important change will be found also in the arrangement of these oral exercises, designed to aid in a thorough and definite acquaintance with the principles of syntax. In each exercise emphatic attention has been given to one or two selected rules of syntax, instances of which occur in the text upon which it is based. In nearly every case these rules are applied in the exercise in *three or more sentences*, and other applications appear in succeeding exercises. The references to the Grammatical Index will lead the pupil to the rules and further illustrations of them in his Grammar. It is strongly recommended that the pupil commit to memory at least one illustration of every rule learned, to make still more effective this thorough special drill. Experience shows that after a little practice these oral exercises require very little time in preparation and but little of the recitation period, and they render unnecessary many questions on form and syntax. The five or ten minutes of each recitation, therefore, spent in this oral work are in no sense lost. It must not be forgotten that this kind of practice, even if it did not look forward to Latin composition as an end, is very useful, not to say necessary, in bringing the pupil to a better understanding of his Latin text. The teacher will notice that the exercises are so graded

that he may begin with either the first or second book of Cæsar.

WRITTEN EXERCISES. — But little change has been made in the exercises for written translation beyond lessening somewhat the amount, and arranging the notes on the same page with the exercises. They afford practice in writing connected discourse, and should be used weekly or at other stated periods. The teacher who follows the oral exercises day by day will find the written exercises in no way beyond the powers of his class. They will be found to be a rather careful *résumé* of the Latin author and something of a review of the week's oral work.

GRAMMATICAL REVIEW. — This is designed to furnish a thorough, systematic, final drill upon the rules of syntax, and is added at the urgent request of many practical teachers. The sentences used are the author's translations of Latin sentences taken, with a very few exceptions, from various classical sources. It is believed that these exercises will serve to crystallize the pupil's knowledge of syntax after his extensive practice in writing from Latin models. They may well be used while classes are reading Vergil and Ovid.

COLLEGE EXAMINATION PAPERS. — These are specimens of the recent entrance examination papers of several of the leading colleges and universities. They are to be used at the discretion of the teacher for sight work, or simply as tests of the pupil's attainment, and therefore are unaccompanied by notes or vocabulary.

TABLE OF SYNONYMS. — This has been added in the belief that such study as is here provided will be of great value to the student in strengthening his vocabulary by calling his attention to the distinctive meanings of many synonymous words, and thereby leading him to a better appreciation of whatever Latin

he may read. This table deals only with words that are used in the exercises and is adapted as far as possible to the needs of preparatory students.

GRAMMATICAL INDEX. — Attention is called to the arrangement of this index. Here is a fairly complete alphabetical list of the principal rules of syntax, with references to four prominent grammars. The numbers at the left margin enable the pupil to find easily the references from the exercises. Here also will be found back references to the exercises where the several rules are specially treated.

Some teachers, for lack of time, may be obliged to omit a portion of the exercises. This can be done best, without affecting the character of the training, by confining the work to Parts I. and II., or by using only alternate or selected sentences in each of the three parts. The amount of practice which the whole book offers is merely what the best interests of the pupil demand, and is not more than some colleges expect for entrance. An attempt has been made to prepare more than the usual amount of material for composition, but so easy and so well graded that it will not take more of the pupil's time and energy than other books of much more limited range.

To Prof. E. M. Pease, editor-in-chief of *The Students' Series*, I am indebted for much wise counsel and valuable aid, which he has given from time to time during the whole progress of the revision.

M. G. DANIELL.

FEBRUARY, 1897.

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