

**THE STUDENTS SERIES OF
LATIN EXERCISES IN LATIN
PROSE COMPOSITION,
FOR SCHOOLS, PART II**

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The students series of Latin Exercises in Latin Prose Composition, For Schools, part II by M. Grant Daniell

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M. GRANT DANIELL

**THE STUDENTS SERIES OF
LATIN EXERCISES IN LATIN
PROSE COMPOSITION,
FOR SCHOOLS, PART II**

The Students' Series of Latin Classics

EXERCISES

IN

LATIN PROSE COMPOSITION

FOR SCHOOLS

BY

M. GRANT DANIELL, A.M.

PRINCIPAL OF CHAUNTY-HALL SCHOOL, BOSTON

PART II.

BASED UPON CICERO'S CATILINE, I-IV, AND ARCHIAS.



LEACH, SHEWELL, & SANBORN

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PREFACE.

THIS book is prepared in the belief that Latin composition can best be taught in connection with the reading of the Latin authors, and its object is to furnish pupils with sufficient material for practice in Latin composition while they are reading Cæsar and Cicero.

The 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, and the models for all the idioms, the principles of syntax, and the order and arrangement of words.

I have practised substantially this method for many years, and feel warranted in asserting that it is correct in principle, easily applied in practice, and productive of excellent results. It economizes time and labor by accomplishing through one instrumentality — the Latin author — these two objects: first and most important, the better comprehension and appreciation of the Latin text; and second, facility in writing Latin.

Attempt has been made to furnish practice in all the

common rules of syntax as thoroughly as if the exercises consisted of isolated sentences arranged according to grammatical rules. Some idea of how successfully this has been done may be gained by consulting the Grammatical Index, which it is hoped will prove helpful to teacher and scholar for ready reference to the grammars, and for a review by topics, when that is desired.

The present admission requirement in Latin composition of many of the colleges — the translation into Latin of a passage of connected English based upon some portion of the authors read — encourages, and even demands, this kind of work in preparatory instruction.

Many teachers prefer to begin Cæsar's Gallic War with the second book rather than the first, but there is no uniformity of practice in this respect. For this reason the notes on the first two books contain many repetitions that would otherwise be unnecessary. I strongly recommend beginning with Book II.

To the many kind friends who have encouraged me to undertake this work, I return my warmest thanks. I wish also to acknowledge my indebtedness to Prof. T. B. Lindsay of Boston University, to John Tetlow, A. M., head master of the Boston Girls' High and Latin Schools, who read parts of my manuscript and made valuable criticisms thereon; and particularly to Prof. E. M. Pease of Bowdoin College, Editor-in-chief of *The Students' Series of Latin Classics*, who has read both the manuscript and the proof-sheets, and made many wise and useful suggestions.

M. GRANT DANIELL.

DECEMBER, 1889.

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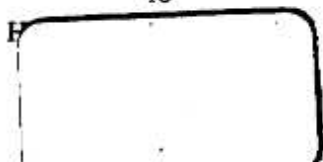
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