First Latin book

by

Thomas Kerchever Arnold

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ARNOLD'S

FIRST LATIN BOOK;

REMODELLED AND REWRITTEN,

AND ADAPTED TO THE

OLLENDORFF METHOD OF INSTRUCTION

BY

ALBERT HARKNESS,
SENIOR MASTER IN THE PROVIDENCE HIGH SCHOOL.

FIFTEENTH EDITION.

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PREFACE.

Arnold's First and Second Latin Book was introduced to the American public some five years since, under the editorial care of Professor Spencer. As the system was, at that time, quite new in this country, and comparatively so in England, the American editor did not think it best "to make any material alteration in the original work." The marked favor with which the volume was at once received, and the almost unprecedented success which has since attended it, are a sufficient proof of its excellence. The test of the class-room and the improved methods of instruction have, however, convinced teachers that, with many rare merits, and with a general plan most happily adapted to the wants of the beginner in Latin, it was still, in some important respects, quite incomplete in its execution and details. The present volume, undertaken at the request of the publishers, is the result of an attempt to remove these defects, and thus to render
the work worthy of yet higher favor and success. The entire book has been rewritten and many important additions have been made.

The Latin of the First and Second Latin Book has been retained, so far as consistent with our purpose; but as it has been found necessary to add many new selections, care has been taken to secure pure classic Latin, by resorting exclusively to the pages of Caesar and Cicero.

In the preparation of this book, it has been a leading object with the editor, so to classify and arrange the various topics as to simplify, and, as far as possible, to remove the disheartening difficulties too often encountered by the learner at the very outset in the study of an ancient language. He has accordingly endeavored so to present each new subject as to enable the beginner fully to master it, before he is called upon to perplex himself with its more difficult combinations. The lessons have been prepared with constant reference to the Ollendorff method of instruction, while, at the same time, special pains have been taken to present a complete and systematic outline, both of the grammatical forms and of the elementary principles of the language. An effort has thus been made to combine the respective advantages of two systems, distinct in themselves, but by no means inconsistent with each other.

In the earlier portions of the book, the exercises for translation consist of two paragraphs of Latin sentences and two of English,
the first of each being designed to illustrate the particular topic which chances to be the subject of the lesson, and the second to furnish miscellaneous examples on the various subjects already learned. Thus each lesson becomes at once an advance and a review.

For convenience of reference and for the purposes of general review, a summary of Paradigms and an outline of Syntax have been appended to the lessons. The Syntax will be found, it is hoped, to be an improvement, at least in point of classification and arrangement, upon that ordinarily presented in Latin Grammars. In a Second Latin Book, now in preparation—being at once a Reader and an Exercise Book—the editor contemplates a fuller development and illustration of the Latin Syntax, in a series of exercises on the principle of analysis and synthesis.

The present volume, as already intimated, has been prepared mainly from Arnold's First and Second Latin Book; the editor has, however, had before him numerous other works of a kindred character, from some of which he has derived valuable aid. Among these may be mentioned, in addition to the various Latin Grammars in use in this country and in England, Allen's New Latin Delectus; Analysis of Latin Verbs, by the same author; and Pinnock's First Latin Grammar; together with numerous other elementary works, among which the editor is happy to specify the First Latin Book, by Professors McClintock and Crooks.

Professor Spencer's edition of Arnold's Latin Prose Compo-
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PREFACE.

sition, one of the volumes of the excellent Classical Series published by the Messrs. Appleton, has been consulted with much advantage.

For valuable assistance in the preparation of the Syntax, the editor is happy to acknowledge his indebtedness to Greene's Analysis of the English Language.

A. HARKNESS.

Providence, July 18, 1851
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EXPLANATIONS.

The small numerals above the line in the Exercises refer to Differences of Idiom, page 275; the small letters to Cautions, page 277.

The numerals enclosed in parentheses refer to articles in the body of the work.

In the Exercises, words connected by hyphens are to be rendered into Latin by a single word; as, natural-to-man, hūmānus; it-is, est, &c.
INTRODUCTION.

PRONUNCIATION.

The two Methods, the Continental and the English, which at present prevail in the pronunciation of Latin, differ from each other chiefly in the sounds of the vowels; we shall accordingly first state the settled principles in which they agree (as accent, quantity, &c.), and then present the vowel sounds of each separately, hoping, however, that, in this country, the Continental Method will soon commend itself to general favor. With the important merit of uniform consistency, it is, at the same time, the only pronunciation intelligible on the Continent of Europe, the very place where the American scholar will most need his Latin as a medium of communication.

I. LETTERS.

The Latin Language has six characters, or letters, representing vowel sounds, and nineteen representing consonant sounds.

Rem. 1. The vowel sounds are a, e, i, o, u, and y; the consonants are the same as in English, with the omission of w, which is not used in Latin.

Rem. 2. Two vowels sometimes unite in sound, and form a diphthong, as in English; e.g., as in Caesar.

Rem. 3. X and z* are called double consonants; l, m, n, and r, liquids, and the other consonants, with the exception of h and s, mutes.

* X is equivalent to cs or gs, and s to ds.
II. SYLLABLES.

In the pronunciation of Latin, every word has as many syllables as it has vowels and diphthongs; thus the Latin words, *more*, *vice*, *acute*, and *persuade*, are pronounced, not as the same words are in English, but with their vowel sounds all heard in separate syllables; thus, *mo-re*, *vi-ce*, *a-cu-te*, *per-su-a-de*.

III. QUANTITY.

Syllables are, in *quantity* or *length*, either *long*, *short*, or *common* (i.e. sometimes long and sometimes short).

1. A syllable is *long* in quantity:
   1) When it contains a *diphthong*, as the first syllable of *œdo*.
   2) When its vowel is followed by *j*, *x*, *z*, or any *two consonants*, except a *mute* followed by a *liquid*; as the second syllables of *erexit* and *magister*.

2. A syllable is *short*, when its vowel is followed by another vowel, or a diphthong, as the second syllable of *indoies*.

Rmt. The letter *h* does not affect the quantity of the preceding vowel.

The quantity of syllables, when not determined by these rules, will be indicated in the vocabularies (and, in some instances, in the exercises) by the dash — when *long*, by the curve ~ when *short*, and by the two together × when *common*.

IV. ACCENTUATION.

1. The primary (or principal) accent, or stress of voice, is placed:
   1) In words of two syllables, always on the first; as, *hōmo*, a man.
2) In words of more than two syllables, on the penult (the last syllable but one), if that is long in quantity; otherwise on the antepenult (the last syllable but two); as, rādīcīs, con'sūlīs.

2. An additional accent is placed on each second syllable preceding the primary accent; as, dē'monstrā'tūr.

V. SOUNDS OF THE LETTERS.

I. The Continental Method.*

1. The Sounds of the Vowels.

The Continental sounds of the vowels are as follows:—

\[
\begin{align*}
\text{a} & \quad \text{ā in father; e. g., ārīs.} \\
\text{e} & \quad \{1. \text{ā in made; e. g., ēdīt.} \\
& \quad \{2. \text{ē in met; e. g., ēmēt.} \\
\text{i} & \quad \text{ē in me; e. g., ērē.} \\
\text{o} & \quad \{1. \text{ō in no; e. g., ōrā.} \\
& \quad \{2. \text{ō in nor; e. g., ōmōr.} \\
\text{u} & \quad \text{ō in do; e. g., ōnā.} \\
\text{y} & \quad \text{ē in me; e. g., nymphā.}
\end{align*}
\]

Rem. Y is used only in words derived from the Greek.

These sounds are uniformly the same in all situations, except as modified by quantity and accent, (III. and IV.)

2. The Sounds of the Diphthongs.

\[
\begin{align*}
\text{æ and ōe} & \quad \text{ā in made; e. g., ētās, cēlūm.} \\
\text{au} & \quad \text{ō in out; e. g., aurūm.}
\end{align*}
\]

Rem. The vowels in ci and ču are generally pronounced separately

*For the Continental Pronunciation the editor is indebted to the kindness of Mr. George W. Greene, Instructor in Modern Languages in Brown University.
3. The Sounds of the Consonants.

The pronunciation of the consonants is nearly the same as in English, though it varies somewhat in different countries.

II. The English Method.

1. The Sounds of the Vowels *

In the English method, the vowels generally have the long or short English sounds; the length of the sound, however, is not dependent upon the quantity of the vowel, but must be determined by its situation or account.

(a) In all monosyllables, vowels have
1) The long sound if at the end of the word; as, si, re.
2) The short sound if followed by a consonant; as, siti, rem; except post, monosyllables in es, and plural cases in os; as, hos (a plural case).

(b) In an accented penult, vowels have
1) The long sound before a vowel, diphthong, single consonant, or a mute followed by l, r, or h; as, deus, pater, patres; except tibi and sibi.
2) The short sound before a double consonant, or any two single consonants except a mute followed by l, r, or h; as, bellum, rexit.

(c) In any accented syllable except the penult, vowels have
1) The long sound before a vowel or diphthong; as e in eadem.

* The system of vowel sounds here presented is the same as that given in Andrews and Stoddard's Latin Grammar, and, like that, is based upon Walker's Key to the Pronunciation of Greek and Latin Proper Names. The rules, however, unlike those of Andrews and Stoddard, are so prepared as to show the sounds of the vowels, in all their various situations, independently of the division of words into syllables. This, it is hoped, will facilitate their application.
2) The short sound before a consonant; as o in dōminus: except,
   a) U before a single consonant, or a mute followed
      by r or h (and perhaps l); as, Punicus, salúbritas.
   b) A, e, and o, before a single consonant (or a mute
      before l, r, or h), followed by e or i before another
      vowel; as, dóceo, úcria.
   (d) In all unaccented syllables, vowels have the short
      sound; as, cantámus, vigilat: except,
      1) Final a in words of more than one syllable. This
         has the sound of ah, as in the word America; e. g.,
         musa (musah).
      2) Final syllables in i (except tibi and sibi), es, and
         os, in plural cases; as, hómini, dies, illos (a plural case).
      3) The first syllable of words accented on the second,
         when the first either begins with an i followed by a sin-
         gle consonant, or contains i before a vowel; as, diébus,
         irátus.

Rem. E, o, and u, unaccented before a vowel, diphthong, a single
consonant, or a mute followed by l, r, or h, are not quite as short
in sound as the other vowels in the same situations.

2. The Sounds of the Diphthongs.

AE and oe, like e in the same situation; e. g., Caesar,
Daédalus.

Au, as in the English, author; e. g., aurum.
Eu, “ “ “ neuter; e. g., neuter (both Eng.
and Latin).
Ei, as in the English, height; e. g., dein.
Oi, “ “ “ coin; e. g., proin.

Rem. 1. The vowels in ei and oi are generally pronounced sepa-
rately.
Rem. 2. A few other combinations seem sometimes to be used as
diphthongs. \textit{U} is always the first element of these combinations, and has then the sound of \textit{a}; as, \textit{suae} — \textit{swae}: except, \textit{Ui} in \textit{hsuc}, and \textit{cui}, which has the sound of long \textit{e}.

3. \textit{The Sounds of the Consonants.}

The consonants are pronounced nearly as in English; \textit{c} and \textit{g}, however, are soft before \textit{e}, \textit{i}, and \textit{y}, and the diphthongs \textit{ae} and \textit{o}, and hard in other situations: \textit{ch} is always hard, like \textit{k}; as, \textit{charta (kartah)}. 
LESSON I.

Parts of Speech.—Proposition.—Subject.—Predicate.

1. In Latin, as in English, words are divided, according to their use, into eight classes, called Parts of Speech, viz.: Nouns, Adjectives, Pronouns, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections.

2. These parts of speech, either singly or combined, form propositions or sentences; as, āmās, thou lovest; puĕr lūdīt, the boy plays.

3. Every proposition, however simple, consists of two parts: (1.) the subject, or the person or thing of which it speaks; and, (2.) the predicate, or that which is said of the subject: thus, in the proposition, puĕr lūdīt, puĕr (the boy) is the subject of which the proposition speaks, and lūdīt (plays) is the predicate which is affirmed of the subject.

4. In Latin the subject is often omitted, because the form of the predicate shows what subject is meant; thus the proposition āmās, thou lovest, consists in Latin of a single word, because the ending ās, of āmās, shows (as we shall see by and by) that the subject cannot be I, he, or they, but must be thou.

5. When a proposition thus consists of a single word, that word is always a verb; e.g., āmāt, he loves.
6. The analysis of a proposition consists in separating it into its elements.

Example 1.—Proposition, Puēr (the boy) lūdēt (plays).
Puēr (the boy) is the subject, because it is that of which the proposition speaks (§). Lūdēt (plays) is the predicate, because it is that which is said of the subject (§).

Example 2.—Proposition, Amās (thou lovest).
Amās is the predicate, because it is that which is said of the subject. Thou, the subject in English, is omitted in Latin, because the ending ās, of the predicate āmās, fully implies it.

7. Exercise in Analysis.*

Puellā (the girl) cantāt (sings). Puēr (the boy) lūdēt (will play). Pätēr (the father) vidēbīt (will see). Māēr (the mother) ridēbāt (was laughing). Consumēt (he was running). Cantābīt (he will sing). Lūdēbāt (he was playing). Ārābāt (he was ploughing).

LESSON II.
Verbs.—First Conjugation.

8. A verb expresses existence, condition, or action (generally the existence, condition, or action of some person

* These propositions are to be analyzed according to the examples just given. The object is twofold: first, to fix definitely the distinction between subject and predicate; and, secondly, to show the learner that when the subject is a personal pronoun (English, I, thou, he, &c.), it is generally omitted in Latin. The use of the pronoun to express emphasis or contrast will be considered in another place.
or thing, called its subject): as, est, he is; dormit, he sleeps (is sleeping, or is asleep); ämät, he loves.

9. When a verb expresses simply its meaning, without reference to any person or thing, as ämärē, to love, it is said to be in the Infinitive Mood.

10. When a verb expresses its meaning in the form of an assertion or question, referring to its subject, as ämät, he loves, it is said to be in the Indicative Mood.*

11. A verb may represent its subject,

1) As acting in present time; as, ämät, he loves. It is then said to be in the Present Tense.
2) As acting in past time; as, ämābat, he was loving. It is then said to be in the Imperfect Tense.
3) As acting in future time (i.e., about to act); as, ämābat, he will love. It is then said to be in the Future Tense.*

12. A verb may represent its subject,

1) As speaking of himself; as, ämō, I love, and then both subject and verb are said to be in the First Person.
2) As spoken to; as, ämās, thou dost love, and then both subject and verb are said to be in the Second Person.
3) As spoken of; as, ämāt, he loves, and then both subject and verb are said to be in the Third Person.

18. A verb may represent its subject,

1) As consisting of only one person or thing; as, ämät, he, she, or it loves, and then both subject and verb are said to be in the Singular Number.

---

* The other moods and tenses will be noticed in another place.
2) As consisting of more than one person or thing; as, āmant, they love; and then both subject and verb are said to be in the Plural Number.

14. Every verb consists of two parts, viz.:

1) The Root, or that part of the verb which remains unchanged throughout the various moods, tenses, numbers, and persons; as, ām in āmārē, āmō, āmāt, and āmābit.

2) The Endings which are added to this root, to form the moods, tenses, numbers, and persons; thus, in the forms just noticed—viz., āmārē, āmō, āmāt, and āmābit—the endings are, ārē, ā, āt, and ābīt.

15. Some verbs have the infinitive in ārē; as, āmārē, to love. These are said to be of

The First Conjugation.

16. In verbs of this conjugation,

1) The root is found by dropping the infinitive ending ārē; as, āmārē; root, ām.

2) The third persons singular of the present, imperfect, and future tenses of the indicative are formed by adding to this root the following endings:

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>āt</td>
<td>ābāt</td>
<td>ābīt</td>
</tr>
</tbody>
</table>

PARADIGM.

Amārē, to love: root, ām.

Present. Am-āt, he, she, or it loves (or, is loving).

Imperfect. Am-ābāt, “ “ “ was loving.

Future. Am-ābīt, “ “ “ will love (will be loving).
17. Vocabulary.

<table>
<thead>
<tr>
<th>Latin</th>
<th>Meaning</th>
<th>Key-words*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amarē,</td>
<td>to love</td>
<td>(amorous)</td>
</tr>
<tr>
<td>Ararē,</td>
<td>to plough</td>
<td>(arable)</td>
</tr>
<tr>
<td>Cantarē,</td>
<td>to sing</td>
<td>(canto)</td>
</tr>
<tr>
<td>Laborarē,</td>
<td>to labor</td>
<td>(labor)</td>
</tr>
<tr>
<td>Vigilarē,</td>
<td>to watch</td>
<td>(vigilant)</td>
</tr>
</tbody>
</table>

18. Exercise.


LESSON III.

First Conjugation—continued.

19. Vocabulary.

<table>
<thead>
<tr>
<th>Latin</th>
<th>Meaning</th>
<th>Key-words*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambularē,</td>
<td>to walk</td>
<td>(ambulatory)</td>
</tr>
<tr>
<td>Jurarē,</td>
<td>to swear</td>
<td></td>
</tr>
<tr>
<td>Pugnarē,</td>
<td>to fight</td>
<td>(pugnacious)</td>
</tr>
<tr>
<td>Saltarē,</td>
<td>to dance</td>
<td></td>
</tr>
<tr>
<td>Spērarē,</td>
<td>to hope</td>
<td></td>
</tr>
<tr>
<td>Vocarē,</td>
<td>to call</td>
<td>(vocation)</td>
</tr>
</tbody>
</table>

* These Key-words, derived from the Latin, are introduced partly as a key or help to the learner, in fixing the meaning of the Latin, and partly as specimens of English derivatives of Latin origin.

† The subject of each of these verbs may be, in English, either he, she, or it. The ending, at, shows the number and person of the subject, but not its gender (see Paradigm). When the subject is thus omitted in Latin, we can usually determine from the connection which subject to use, just as in English we determine the meaning of the pronoun they, which may represent either things or persons, and either males or females. In these exercises the pupil may use he as the subject.
20. In English, the tenses, numbers, and persons of verbs are indicated by certain words or signs; as,

**Present.**  
He loves,

**Imperfect.**  
He was loving,

**Future.**  
He will love.

In Latin, however, no such signs are used; but their place is supplied by the *endings* of the verb. Hence, in translating English into Latin, omit these signs and express the tense, number, and person of the verb by the *proper endings*; e.g.:

**Present.**  
Eng. He loves,  
Lat. Amat,

**Imperfect.**  
Eng. He was loving,  
Lat. Amabat,

**Future.**  
Eng. He will love,  
Lat. Amabit.


(b) 1. He calls. 2. He is ploughing. 3. He hopes. 4. He swears. 5. He is laboring. 6. He was laboring. 7. He was walking. 8. He was dancing. 9. He was singing. 10. He was ploughing. 11. He will plough. 12. He will call. 13. He will swear. 14. He will hope. 15. He will labor. 16. He is walking. 17. He was hoping. 18. He will walk. 19. He dances. 20. He was fighting. 21. He will sing.

 LESSON IV.

Verbs.—Second Conjugation.

22. Some Verbs have the *infinitive* in ērē; as, mōnērē, to advise. These are said to be of
The Second Conjugation.

23. In verbs of this conjugation,

1) The root is found by dropping the infinitive ending ērē; as, mōnērē; root, mōn.

2) The third persons singular of the present, imperfect, and future tenses of the indicative are formed by adding to this root the following endings:

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>ēt</td>
<td>ēbāt</td>
<td>ēbit</td>
</tr>
</tbody>
</table>

PARADIGM.

Mōnērē, to advise: root, mōn.

Present. Mōn-ēt, he, she, or it advises (is advising).
Imperfect. Mōn-ēbāt, " " " was advising.
Future. Mōn-ēbit, " " " will advise.

24. Vocabulary.

Dōcērē, to teach (docile).
Dōlērē, to grieve (doleful).
Flerē, to weep.
Mānērē, to remain.
Mōvērē, to move (move).
Nērē, to spin.
Respondērē, to answer (respond).
Ridērē, to laugh (ridicule).
Timērē, to fear, to be afraid (timid).

25. Exercises.


(b) 1. He remains. 2. He moves. 3. He weeps. 4. He spins. 5. He was spinning. 6. He was laughing. 7. He was teaching. 8. He was grieving. 9. He was answering. 10. He will answer. 11. He will weep. 12. He will remain. 13. He will spin. 14. He is laughing. 15. He was weeping. 16. He will teach. 17. He teaches. 18. He was moving. 19. He will laugh. 20. He dances. 21. He laughs. 22. He was calling. 23. He was weeping. 24. He walks. 25. He answers. 26. He was ploughing. 27. He was laughing. 28. He will sing. 29. He will move.

LESSON V.

Verbs.—Third Conjugation.

26. Some verbs have the infinitive in ērē; as, rēgērē, to rule. These are said to be of

The Third Conjugation.

27. In verbs of this conjugation,

1) The root is found by dropping the infinitive ending ērē; as, rēgērē; root, rēg.

2) The third persons singular of the present, imperfect, and future tenses of the indicative are formed by adding to this root the following endings:
28. 29. [ VERBS.—THIRD CONJUGATION. 15

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>ébät</td>
<td>ét</td>
</tr>
</tbody>
</table>

PARADIGM.

Régéré, to rule: root, rég.

Present. Rég-it, he, she, or it rules (is ruling).
Imperfect. Rég-ébät, “ “ “ was ruling.

28. VOCABULARY.

Bibéré, to drink (bibber; as, wine-bibber)
Cadéré, to fall (cadence).
Curréré, to run (current).
Discéré, to learn (disciple).
Légéré, to read (legible).
Ludéré, to play (ludicrous).
Scribéré, to write (scribe, scribble).

29. Exercises.


(b) 1. He writes. 2. He drinks. 3. He falls. 4. He was falling. 5. He was reading. 6. He was playing. 7. He will play. 8. He will run. 9. He will learn. 10. He learns. 11. He was writing. 12. He will read. 13. He is playing. 14. He was running. 15. He will fall. 16. He is fighting. 17. He fears. 18. He reads. 19. He was singing. 20. He was spinning. 21. He was learning. 22. He will labor. 23. He will remain. 24. He will write.
LESSON VI.

Verbs.—Fourth Conjugation.

30. Some verbs have the infinitive in ĭrē; as, audīrē, to hear. These are said to be of

The Fourth Conjugation.

31. In verbs of this conjugation,

1) The root is found by dropping the infinitive ending ĭrē; as, audīrē; root, aud.

2) The third persons singular of the present, imperfect, and future tenses of the indicative are formed by adding to this root the following endings:

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>ĭt,</td>
<td>iēbāt,</td>
<td>ĭēt,</td>
</tr>
</tbody>
</table>

Paradigm.

Audīrē, to hear: root, aud.

<table>
<thead>
<tr>
<th>Present</th>
<th>Aud-ĭt, he, she, or it hears (is hearing).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperfect</td>
<td>Aud-iēbāt, “‘‘‘‘ was hearing.</td>
</tr>
<tr>
<td>Future</td>
<td>Aud-ĭēt, “‘‘‘‘ will hear.</td>
</tr>
</tbody>
</table>

32. Vocabulary.

Audīrē, to hear (audible).

Custōdirē, to guard (custody).

Dormīrē, to sleep (dormant).

Erūdirē, to instruct (erudition).

Sectrē, to know (science).

Sītrē, to thirst.

Vēntrē, to come.

33. Exercises.

20. Cantābat. 21. Ridēbat. 22. Ludēbat. 23. Dormiē-

(b) 1. He thirsts. 2. He knows. 3. He guards. 4. He was guarding. 5. He was instructing. 6. He was coming. 7. He will come. 8. He will hear. 9. He will thirst. 10. He will know. 11. He hears. 12. He was thirsting. 13. He will instruct. 14. He sleeps. 15. He was hearing. 16. He will guard.
17. He walks. 18. He spins. 19. He runs. 20. He comes. 21. He was dancing. 22. He was teaching. 23. He was writing. 24. He was sleeping. 25. He will sing. 26. He will laugh. 27. He will play. 28. He will instruct. 29. He labors. 30. He was weeping. 31. He will learn. 32. He will sleep.

LESSON VII.

Verbs.—Four Conjugations.—Plural Number.

84. The Four Conjugations already noticed contain all the regular verbs of the Latin language: hence,

1) In any regular verb, the root is found by dropping the infinitive ending of the conjugation to which it belongs. These endings in the four conjugations are as follows:

<table>
<thead>
<tr>
<th>Conj. I</th>
<th>Conj. II</th>
<th>Conj. III</th>
<th>Conj. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>ārē,</td>
<td>ērē,</td>
<td>ērē,</td>
<td>ērē,</td>
</tr>
</tbody>
</table>

a) These endings, it must be observed, differ from each other only in the vowel before ērē, which is called the characteristic vowel of the conjugation. The characteristic vowels in the four conjugations are as follows:
Conj. I.  Conj. II.  Conj. III.  Conj. IV.
ā,     ē,     ė,     ī.

Rem.—These vowels occur so frequently in their respective conjugations, that they are called favorite vowels of the conjugations. The third conjugation has also ī as a favorite vowel, as in the present ending, īt; e. g., rēgīt, he rules.

2) In any regular verb, the third persons singular of the present, imperfect, and future tenses of the indicative are formed by adding to the root the endings of the conjugation to which the verb belongs. These endings in the four conjugations are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Pres.</th>
<th>Imperf.</th>
<th>Fut.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conj. I.</td>
<td>āt,</td>
<td>abāt,</td>
<td>abīt.</td>
</tr>
<tr>
<td>II.</td>
<td>ēt,</td>
<td>ēbāt,</td>
<td>ēbīt.</td>
</tr>
<tr>
<td>III.</td>
<td>īt,</td>
<td>ībāt,</td>
<td>īt.</td>
</tr>
<tr>
<td>IV.</td>
<td>īt,</td>
<td>īebāt,</td>
<td>īēt.</td>
</tr>
</tbody>
</table>

35. In any regular verb, the third persons plural, in the tenses already noticed, are formed by simply inserting n before t in the endings of the third singular.

Exe.—If ī immediately precedes ī, it must be changed, in the fourth conjugation, into īū; as, audītū, he hears; audīuntū, they hear: and in the other conjugations into ū; as, āmābītū, he will love; āmābuntū, they will love.

**Paradigm.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plur.</td>
<td>Am-ant,</td>
<td>ām-ābant,</td>
</tr>
<tr>
<td>II.</td>
<td>Sing.</td>
<td>Mōn-ēt,</td>
<td>mōn-ēbāt,</td>
</tr>
<tr>
<td></td>
<td>Plur.</td>
<td>Mōn-ent,</td>
<td>mōn-ēbant,</td>
</tr>
<tr>
<td>III.</td>
<td>Sing.</td>
<td>Rēg-īt,</td>
<td>rēg-ēbāt,</td>
</tr>
<tr>
<td></td>
<td>Plur.</td>
<td>Rēg-unt,</td>
<td>rēg-ēbant,</td>
</tr>
<tr>
<td>IV.</td>
<td>Sing.</td>
<td>Aud-īt,</td>
<td>aud-ībāt,</td>
</tr>
<tr>
<td></td>
<td>Plur.</td>
<td>Aud-īunt,</td>
<td>aud-ībant,</td>
</tr>
</tbody>
</table>


36. Exercises.


(b) 1. He sings. 2. They sing. 3. He was swearing. 4. They were swearing. 5. He will labor. 6. They will labor. 7. He laughs. 8. They laugh. 9. He was spinning. 10. They were spinning. 11. He will remain. 12. They will remain. 13. He runs. 14. They run. 15. He was playing. 16. They were playing. 17. He will drink. 18. They will drink. 19. He knows. 20. They know. 21. He was guarding. 22. They were guarding. 23. He will hear. 24. They will hear. 25. They walk. 26. They answer. 27. They wrote. 28. They sleep. 29. They were ploughing. 30. They were teaching. 31. They were learning. 32. They were instructing. 33. They will sing. 34. They will weep. 35. They will read. 36. They will come.

LESSON VIII.

Nouns.—Nominative Case.

37. In Latin, as in English, all names, whether of persons, places, or things, are called Nouns; as, Cæsær, vuër, a boy, &c.
REM. 1.—Names of individual persons or objects are called proper nouns; as, Cæsar; Romæ, Rome.

REM. 2.—Names applicable to persons or objects, not as individuals, but as members of a class, are called common nouns; as, equus, a horse (a name applicable to all animals of this class).

38. All nouns have gender, number, person, and case.

39. The Gender of a noun is either masculine, feminine, common, or neuter.

40. In Latin, as in English, all nouns denoting objects which have sex, except such names of animals as are applicable to both sexes, are,

1) Masculine, when they denote male beings; as, hōmīnēs, men; puĕr, a boy; leōnēs, lions.

2) Feminine, when they denote female beings; as, mūlēr, a woman; puellā, a girl; leuṃā, a lioness.

3) Common, when they apply alike to both sexes; as, pārens, a parent (either male or female); testis, a witness (either male or female).

41. When gender is employed to denote sex, as in the cases just noticed, it is called natural gender.

42. In nouns denoting objects without sex (neuter in English), and in most names applicable to animals of both sexes, the gender in Latin is entirely independent of sex, and is accordingly called grammatical gender.

Some of these nouns are grammatically masculine; some, grammatically feminine; and some, grammatically neuter.

43. The grammatical gender of nouns is determined partly by their signification, but principally by their endings.

44. The general rules for ascertaining the grammatical gender of nouns, independently of their endings, are:
1) Most names of rivers, winds, and months are masculine; as, Rhēnūs, the Rhine; austēr, the south wind; Aprilīs, April.
2) Most names of countries, towns, islands, and trees are feminine; as Aegyptūs, Egypt; Rōmā, Rome; Delōs, name of an island; laurūs, the laurel-tree.
3) Indeclinable nouns,* and clauses used as nouns, are neuter; as, fās, right; nihīl, nothing.

Gender, as determined by the endings of nouns, will be noticed in connection with the several declensions.

45. The Numbers and Persons are the same in Latin as in English. The first person denotes the speaker; the second, the person spoken to; and the third, the person spoken of. The singular number denotes one; and the plural, more than one.

46. The Cases of Latin nouns are six in number, viz.: Nominative, Genitive, Dative, Accusative, Vocative, and Ablative.

47. The case of a noun is indicated by its ending; and the formation of its several cases is called Declension.

48. The Nominative Case corresponds to the nominative in English, both in name and use; e. g.,

Puēr lūdīt, the boy plays.

49. Rule of Syntax.†—The subject of a finite (i. e. not infinitive) verb is put in the nominative.

Rem. 1.—Thus, in the example, puēr is in the nominative by this rule.
Rem. 2.—The subject stands before the verb, as in English.

* Such as have but one form for all cases and both numbers.
† Rules for the government and agreement of words are called Rules of Syntax.
50. **Rule of Syntax.**—A finite verb must agree with its subject in *number* and *person*.

**Rem.**—Thus, in the above example, *ludit* is in the third person singular, to agree with its subject *puer*.

Determine which of the nouns in the following **Vocabularies** have natural gender, and which grammatical, and apply rules.

51. **Vocabulary.**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caesār, m.</td>
<td>Caesar, a celebrated Roman general.</td>
</tr>
<tr>
<td>Filiūs, m.</td>
<td>son (filial).</td>
</tr>
<tr>
<td>Pātēr, m.</td>
<td>father (paternal).</td>
</tr>
<tr>
<td>Puellā, f.</td>
<td>girl.</td>
</tr>
<tr>
<td>Puer, m.</td>
<td>boy (puerile).</td>
</tr>
<tr>
<td>Vincērē,</td>
<td>to conquer, (vincible).</td>
</tr>
</tbody>
</table>

52. **Exercises.**

(a) 1. Pater† docet.  2. Puer ludit.  3. Filius discēbat.  4 Caesar vincēbat.  5. Puer veniet.  6. Puella cantābat.  7. Pater scribēbat.

(b) 1. The girl will learn.  2. The father will conquer.  3. The boy dances.  4. The son was learning.  5. The father was ploughing.  6. The boy was playing.  7. The girl will sing.  8. Caesar was coming.

*Gender is indicated in the Vocabularies by *m.* for masculine, *f.* for feminine, *c.* for common, and *n.* for neuter.

† As the Latin has no article, a noun may be translated, (1) without the article; as, *pātēr*, father: (2) with the indefinite article; as, *pātēr*, a father: (3) with the definite article; as, *pātēr, the father.*
53. Vocabulary.*

Aquīs, f. water (aqueous).
Aquilā, f. eagle (aquiline).
Avis, f. bird.
Cānis, c. dog (canine).
Equīs, m. horse (equestrian).
Filiā, f. daughter (filial).
Fluērē, to flow (fluent).
Hostīs, c enemy (hostile).
Impērārē to command (imperative).
Māgistēr, master, teacher (magisterial).
Matēr, mother (maternal).
Mors, f. death (mortal).
Nubēs, f. cloud.
Rex, king (regal).
Servūs, m. slave (servant).
Vōlarē, to fly (volatile).

54. Exercises.


(b) 1. The bird will fly. 2. The eagle was flying. 3. The king will come. 4. The mother will teach. 5. The daughter will learn. 6. The dog will run. 7. The

* In this and the following Vocabularies, wherever the gender of a noun is not marked, the pupil is expected to determine it by the rules already given.
slave will swear. 8. Caesar was coming. 9. The slave is ploughing.
10. They were ploughing. 11. The king will conquer. 12. They are conquering. 13. The dog will come. 14. They were coming. 15. The girl is weeping. 16. They will weep. 17. The boy is singing. 18. They will laugh.

LESAON X.

Nouns.—Vocative Case.

55. The same form* of the noun which is called the nominative, when spoken of, is called the vocative, when spoken to. This corresponds to the nominative independent in English; e. g.

Voc.    Nom.
Pātēr,   puēr cādēt.
Father (or, O father), the boy will fall.

Rem.—In very short sentences, like the above, the vocative may be placed either at the beginning or close; in other cases, however, it is generally preceded by one or more words in the sentence.

56. Rule of Syntax.—The name of the person or thing addressed is put in the vocative.

Rem.—The interjection O is sometimes used before the name addressed, both in Latin and English.

57. Vocabulary.

Agricolā, husbandman (agriculture).
Balbūs, Balbus, a man's name.
Caĩus, Caius, a man's name.
Discipulūs, pupil (disciple).
Mordērē, to bite.

* A single exception will be noticed in another place.
Nouns.—Vocative Case.

O (interj.), O, used in direct address.
Peccārē, to sin (peccant).
Rēgnā, queen.
Sōrōr, sister.

58. Exercises.


(b) 1. The king will conquer. 2. O queen, the king will conquer. 3. The slave was weeping. 4. Father, the slave was weeping. 5. The boy is swearing (swears). 6. Master, the boy is swearing (swears). 7. The dog will bite. 8. Brother, the dog will bite. 9. They will dance. 10. Mother, they will dance. 11. The master will hear. 12. Sister, the master will hear. 13. The horse will run. 14. Daughter, the horse will run. 15. Death will come. 16. Death will come, O king.
17. Caius is ploughing. 18. They will plough. 19. Balbus was fighting. 20. They are fighting. 21. The girl was writing. 22. They will learn. 23. The pupil will learn. 24. The master is teaching. 25. The queen is weeping. 26. They will weep. 27. They were reading. 28. The eagle was flying. 29. The king will command. 30. The mother will teach. 31. The king is conquering. 32. The father will come.
LESSON XI

Nouns.—Apposition.—Modified Subject.

59. The subject of a proposition may have a noun denoting the same person or thing connected with it to explain or limit its meaning. The subject is then said to be modified by the limiting noun; e.g.

Subject not modified. Subject modified.

1. Lātinūs rēgnābāt. 2. Lātinūs rex rēgnābāt.
Latinus was reigning. Latinus the king was reigning.

Rem. 1.—Rex, in the above example, limits Lātinūs; i.e. it shows that the predicate rēgnābāt is not affirmed of every one who may have borne the name Latinus, but only of Latinus the king. Rex is in the same case as the subject, i.e. nominative, and is said to be in apposition with it.

Rem. 2.—The noun in apposition is generally placed after the noun which it limits, as in the above example; if, however, it is emphatic, it is placed before that noun.

60. Vocabulary.

Aurūm, gold.
Crecère, to grow.
Crescērē, to wax (as moon).
Faustūlūs, Faustinus,
an Italian shepherd.
Lātinūs, Latinus,
a king of Latium.
Lavinia, Lavinia,
daughter of Latinus.
Lunā, moon.
Micarē, to glitter, to shine.
Milēsia, soldier.
Nūmā, Numa,
second king of Rome.
Pastōr, shepherd.

(lunar).
(military).
(pastor; pastorīl).
61, 62.] Nouns.—Genitive Case. 27

Rēgnārē, to reign
Tulliā, Tullia,
a queen of Rome.
Victoriā, Victoria,
queen of England.

61. Exercises.

(a) 1. Balbus dormiēbat. 2. Balbus servus dormit.
3. Latīnus regnābat. 4. Latinus rex vincēbat. 5. Tullia cantābat.
6. Tullia regina saltābit. 7. Caius pastor cantābit.
(b) 1. Numa was reigning. 2. King Numa was reigning.
3. Faustulus a shepherd was singing. 4. Queen Victoria was reigning.
5. The boy was ploughing. 6. They were playing.
7. They will write. 8. The queen was weeping. 9. They are weeping.
10. The soldier will fight. 11. The girl will learn. 12. The daughter is spinning.
13. They will spin. 14. The boy will fight. 15. They will fight.

———

LESSON XII.

Nouns.—Genitive Case.—Modified Subject.

62. Nouns in Latin are declined in five different ways, and are accordingly divided into five classes, called Declensions, distinguished from each other by the following