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THE  
FOUNDATIONS OF LATIN

*A BOOK FOR BEGINNERS*

BY

CHARLES E. BENNETT

PROFESSOR OF LATIN IN CORNELL UNIVERSITY



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## PREFACE.

TWENTY years ago the beginner's Latin books published in this country followed the plan of an orderly development, first of the forms, and then of the syntax, of the language. Since that time a different practice has been inaugurated, and most books for beginners now present no connected and systematic development either of forms or of syntax. The conjugation of the verb, for example, is not given connectedly and continuously, but is variously dismembered and scattered throughout the book. So in the syntax the different constructions of a case or a mood are not presented in connection with each other, but are mutually detached and introduced one by one, here and there.

This plan has long seemed to me pedagogically unsound, and in practice I fear that it has not enabled us to realize the best results in our elementary Latin instruction. To me no principle of teaching seems more vital and fundamental than that of presenting together to the pupil those things that naturally belong together. This conviction is not merely founded in theory, but has been steadily forced upon me by actual experience. Hence it has appeared to me psychologically more natural in elementary Latin teaching to present in conjunction with each other the different declensions of nouns, the several conjugations of the verb, the various constructions of the accusative, the genitive, the ablative, *etc.* That these different categories which I have just enumerated do naturally belong together and have an organic connection seems to be recognized by the universal custom of so presenting them in our Latin grammars.



Again, it is of great importance that the pupil should, in his first introduction to Latin, learn in conjunction with each other those facts that he is ultimately to associate together. This is impossible with the method of arrangement which I am criticising. Pupils spend a part of the first year, or possibly the whole of it, on the beginner's book. They then, in connection with their reading of Latin authors, make a systematic study of the grammar for the next three years. Is there not an unreasonable waste of energy, if the order of presentation in the one book is made to deviate widely from that followed in the other? And is there not a corresponding economy of time and effort, if the pupil becomes familiar in the beginner's book with the arrangement which must ultimately be followed in the grammar?

As justification for the prevalent custom of dismembering the declensions and conjugations in our beginner's books, it is doubtless urged that the acquisition of the forms is difficult, and that the plan of gradual presentation is intended to facilitate the process of learning them. But is it not a fallacy to imagine that any such hesitating, timid policy is likely to be successful in guiding the pupil to a mastery of his inflections? Is not the plan of resolute, systematic, sustained attack upon the declensions and conjugations the more logical, and has any other ever yielded as good results in actual experience? Certainly to me Latin pupils to-day seem to know their forms less accurately than did the pupils of twenty years ago, and this impression I find entertained by teachers of prominence in our best institutions.

The foregoing considerations have impelled me in this book to present the forms before the syntax, and in both forms and syntax to follow the usual order of the Latin grammars. The only deviations from rigid conformity with this programme have been the following:

The inflection of the present indicative of *sum* and of a para-

digm of the present indicative active of a verb of the first conjugation are given at the outset.

Adjectives of the first and second declensions are given immediately after the second declension of nouns.

Such syntactical principles as are necessary for the comprehension and construction of simple sentences are also given in the earliest lessons; for example, the rules for subject, object, predicate nouns, appositives, agreement of adjectives with noun, and of verb with subject. But a very little here is amply sufficient for all rational needs until the forms have been acquired. '*One thing at a time*' is a good motto; and until the inflections are learned, and well learned, the peculiarities of Latin syntax would better be kept in the background.

The English-Latin exercises for the first thirty-two chapters (III.-XXXIV.) are intentionally detached from the lessons and placed together after Chapter LX., where they are numbered to correspond with the lessons with which they may be used. My purpose was to discourage the use of English-Latin exercises during the acquisition of the forms. Experience shows that the writing of even the simplest Latin exercises at the outset of one's study takes no small amount of time. These simple sentences involve a multitude of little details, — vocabulary, syntax, word-order, *etc.*, — as well as a knowledge of the inflections themselves. Of the ultimate indispensableness of such exercises, there is no question, but, during the acquisition of the forms, a rather long personal experience as teacher of elementary Latin has taught me to believe that the teacher can by skilful oral exercises and black-board work on the forms themselves accomplish vastly more toward their mastery by the pupil than by devoting any amount of time to the writing of Latin exercises. The writing of Latin is admirably adapted to giving drill in Latin syntax, but it is not the most effective way of teaching the forms. The amount



of drill in the forms gained by a written exercise requiring half an hour in its preparation would hardly be as much as can be given in five minutes by the brisk oral questioning of an entire class or by simultaneous blackboard work; nor would it be nearly so effective. I would therefore earnestly advise deferring the English-Latin exercises until the beginning of the syntax, where such exercises regularly accompany each lesson. Pupils who have mastered their forms will find no difficulty with the English-Latin exercises in Chapters XXXIV.-LX., even though they have not written the exercises of Chapters III.-XXXIV.

Special pains have been taken to make the English-Latin exercises throughout the book as simple as is consistent with the end they are intended to serve. Many elementary books appear to me to make this part of the work too difficult, and give for beginners sentences and passages which no freshman class that I have ever seen could render in Latin with credit.

The Vocabulary of the sixty chapters into which the body of the book is divided, consists of about 750 words, exclusive of proper names. These were selected on the following plan: I first made a list of the words common to Caesar and Nepos. There are some 1800 of these. This list was then reduced to its present size by eliminating all words used less than fifteen times in Caesar.<sup>1</sup> The Vocabulary, therefore, consists of the 750 words in most frequent use by Caesar and Nepos, and should consequently serve equally well as an introduction to either author. My first disposition had been to make the Vocabulary considerably larger, but in working out the details of the book I became fully persuaded of the wisdom of keeping the Vocabulary within

<sup>1</sup>As the sentences of the Latin exercises are based mainly on passages in Caesar, it was found convenient to add a small list of words of very frequent occurrence in that author but not found in Nepos. These are mainly military terms, such as *legio*, *cohors*, *turris*, *agger*, *fossa*, etc.

narrow limits. The pupil cannot surmount all difficulties at the outset. If he secures a solid foundation in the way of forms and syntax, a vocabulary will be quickly gained with the beginning of continuous reading.

The sentences, in the great majority of cases, are taken directly from Caesar's *Commentaries*. Often a word has been added or omitted, or a tense has been changed, but the Latin will be recognized as essentially Caesar's. The number of sentences given in each exercise is intentionally limited to ten or a dozen, which ought to be entirely adequate.

The Selections for Reading which follow the lessons are the traditional fables along with the Roman history originally prepared by Professor Jacobs, from whose *Latin Reader* I have taken them. They are sufficiently easy, are interesting, and the Latin is in the main correct. In a few cases, where Jacob's text shows inconsistency with classical usage, I have ventured to make the necessary changes.

In arranging the work by Chapters rather than by Lessons, it has been my purpose to preserve unity of subject-matter as far as possible. A 'chapter' does not necessarily mean that its contents are to be taken at a single lesson. With many pupils it will probably be found possible to take most of the chapters in one exercise, but where that is not feasible, the matter can easily be divided according to the necessities of the case.

I have received generous help from friends in the preparation of this book, and desire here to recognize my obligations to Mr. C. L. Durham, Professor H. C. Elmer, and Mr. F. O. Bates of this University for their counsel and assistance.

CHARLES EDWIN BENNETT.

CORNELL UNIVERSITY, ITHACA, N. Y.,  
April 17, 1898.



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## ABBREVIATIONS.

abl.	= ablative.	interrog.	= interrogative.
acc.	= accusative.	intr.	= intransitive.
adj.	= adjective.	lit.	= literally.
adv.	= adverb, adverbial.	masc.	= masculine.
c.	= common (gender).	n., neut.	= neuter.
comp.	= comparative.	nom.	= nominative.
conj.	= conjunction.	p., pp.	= page, pages.
dat.	= dative.	pass.	= passive.
decl.	= declension.	pl., plu.	= plural.
dep.	= deponent.	prep.	= preposition.
e.g.	= <i>exempli gratia</i> = for example.	pres.	= present.
etc.	= <i>et cetera</i> = and so forth.	pron.	= pronoun.
f.	= feminine.	rel.	= relative.
gen.	= genitive.	sc.	= supply.
i.e.	= <i>id est</i> = that is.	sing.	= singular.
impers.	= impersonal, impersonally.	sup., super.	= superlative.
indecl.	= indeclinable.	tr., trans.	= transitive.
indic.	= indicative.	w.	= with.
inf.	= infinitive.	I, with verbs	= 1st conjugation.

## PART I.

### SOUNDS, QUANTITY, ACCENT.

#### CHAPTER I.<sup>1</sup>

##### 1. ALPHABET.

The Latin Alphabet is the same as the English except that the Latin has no *w*.

##### 2. SOUNDS CLASSIFIED.

The vowels are *a, e, i, o, u, y*. The other letters are Consonants. The Diphthongs are *ae, oe, au, eu, ui*.

##### 3. PRONUNCIATION.<sup>2</sup>

###### a) Vowels.

<i>ā</i> <sup>3</sup> as in <i>father</i> ;	<i>ǣ</i> as in the first syllable of <i>ahd</i> ;
<i>ē</i> as in <i>they</i> ;	<i>ĕ</i> as in <i>met</i> ;
<i>ī</i> as in <i>machine</i> ;	<i>ĭ</i> as in <i>pin</i> ;
<i>ō</i> as in <i>note</i> ;	<i>ŏ</i> as in <i>obey, melody</i> ;
<i>ū</i> as in <i>rude</i> ;	<i>ŭ</i> as in <i>put</i> ;
<i>y</i> like French <i>u</i> , German <i>ü</i> .	

<sup>1</sup> On the arrangement of this book by chapters, see Preface.

<sup>2</sup> The system of pronunciation here given is that employed by the ancient Romans themselves. It is often called the 'Roman Method.'

<sup>3</sup> Vowels which are long in quantity are indicated by a horizontal line above them, as *ā, ī, ō, etc.* Short vowels either have the curved mark (*ǣ, ĕ*), or are left unmarked.