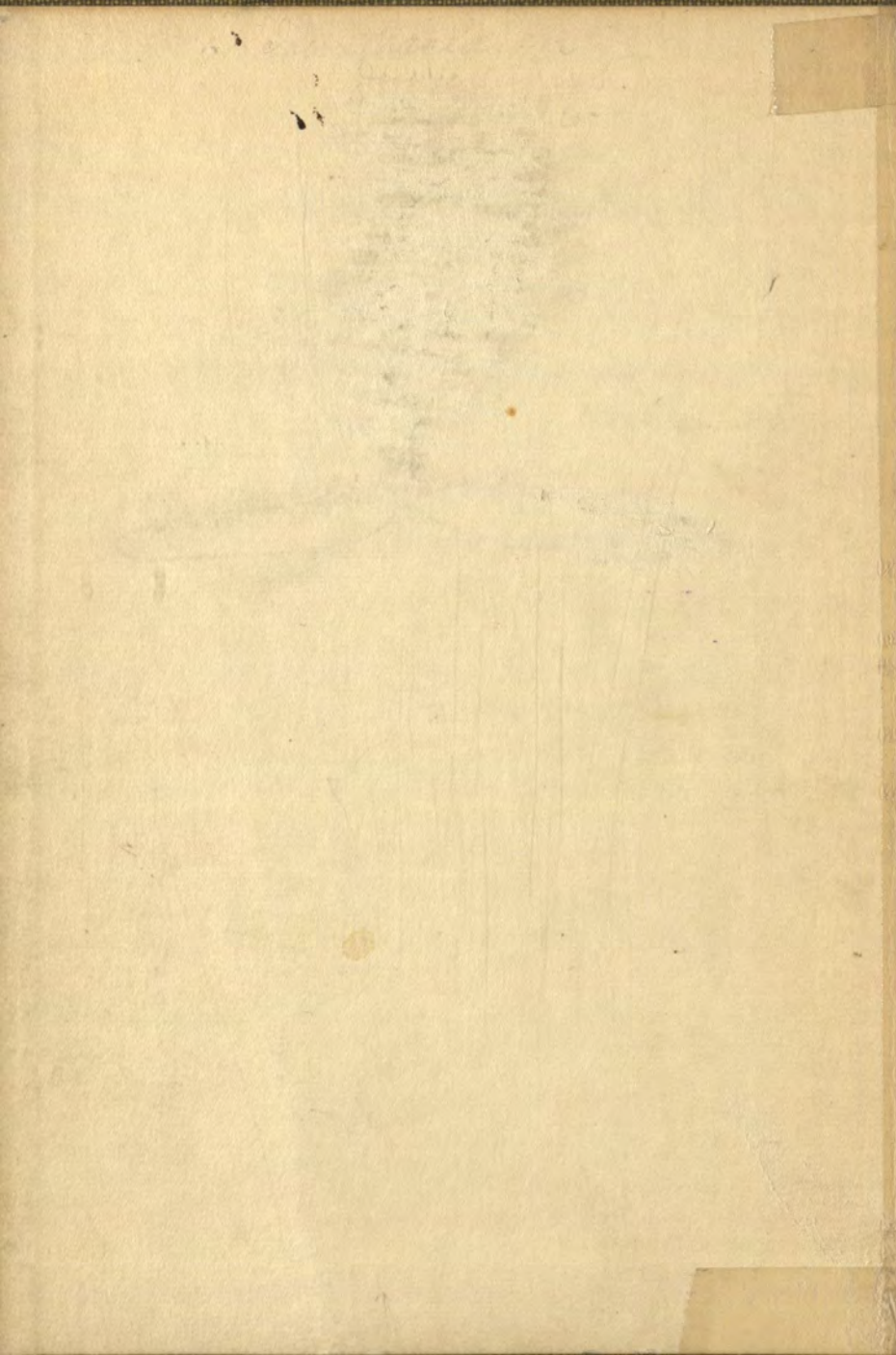


FIRST-YEAR-LATIN

BENNETT





Gladys Mc Carthy.
AXΩ

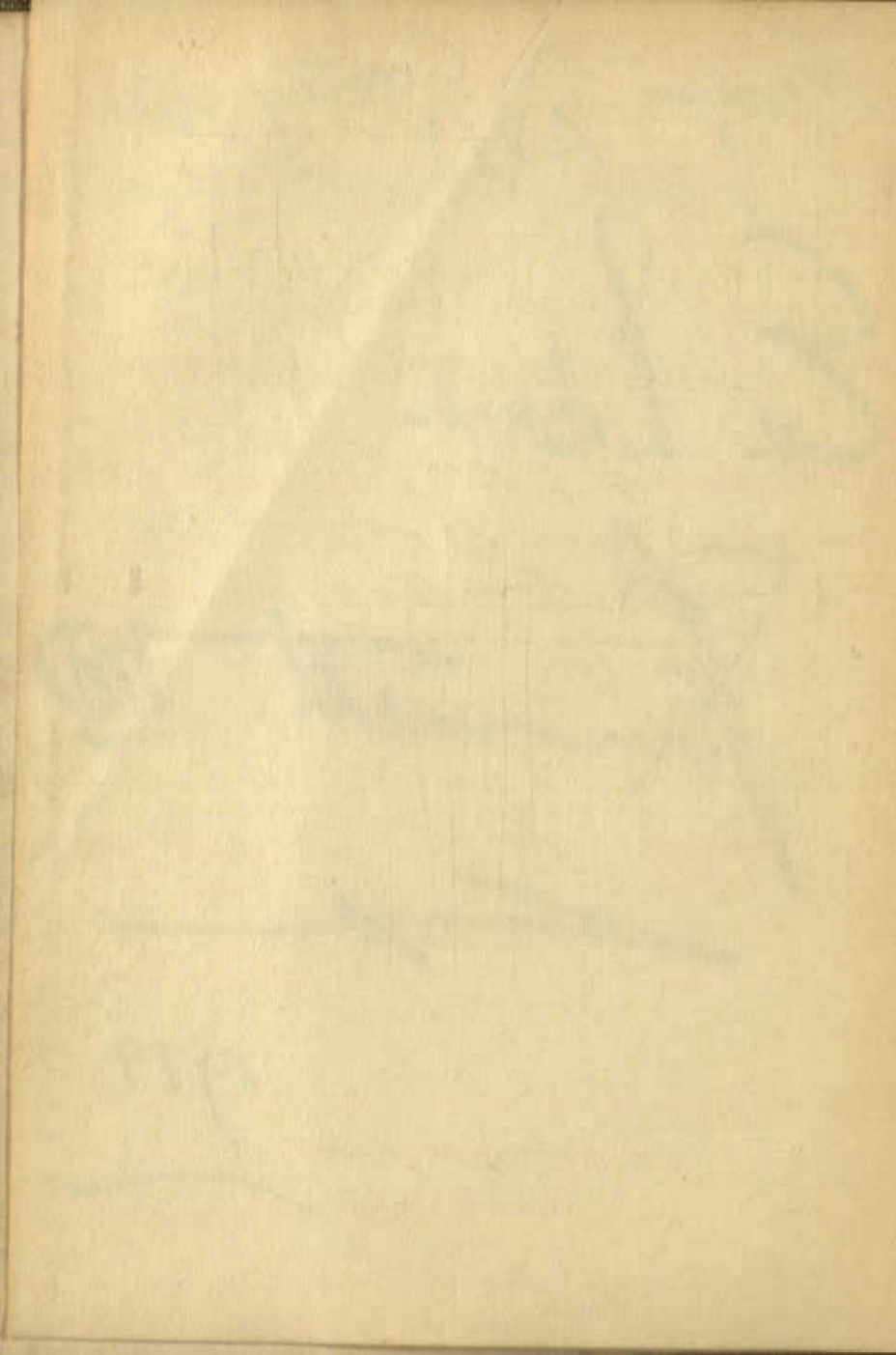
Ex Libris

Summitt MD

—

1979

—



Bennett's Latin Series

FIRST YEAR LATIN

PREPARATORY TO CAESAR

BY

CHARLES E. BENNETT

GOLDWIN SMITH PROFESSOR OF LATIN
IN CORNELL UNIVERSITY



ALLYN AND BACON

Boston and Chicago

COPYRIGHT, 1909, BY
CHARLES E. BENNETT.

TDO

Norwood Press
J. S. Cushing Co. — Berwick & Smith Co.
Norwood, Mass., U.S.A.

PREFACE.

MOST teachers will measure the value of a beginning book by the thoroughness with which it prepares for the work to be done in the second year. The work of second-year Latin in this country centres, as a rule, around the study of Caesar's Commentaries and the Latin Grammar. The present volume is intended to meet both these ends in the most successful way.

In order to prepare the pupil for the intelligent and effective study of Caesar, the vocabulary has been chosen from a limited number (about 750) of the commonest words employed by Caesar in the Gallic War. The syntax, too, has been restricted, except in the rarest instances, to that employed by Caesar. At the earliest possible point consistent with honest work, simple passages of continuous prose have been introduced, giving in outline the chief features of Caesar's campaigns against the Helvetii and Ariovistus. At the close of the Lessons, Book II of the Gallic War is given with annotation.

To prepare for the systematic study of the Latin Grammar, — the second main line of endeavor in the Latin work of the second year, — the grouping of the material throughout the book has been made to follow as nearly as possible the arrangement of all our Latin grammars. By this means the grammar work of the second year is made to involve no re-adjustment, but

becomes simply the consistent working out of the plan inaugurated with the beginning book.

As regards the English-Latin Exercises which accompany the Lessons on the declensions and conjugations, the author believes that too much should not be expected from merely written work on forms. In teaching inflections nothing can take the place of incessant oral drill. It cannot be too strongly emphasized that without thorough knowledge of the forms the study of Latin or any other inflected language will always drag, and will be distasteful and profitless to the student, as well as discouraging to the teacher.

It is probably no exaggeration to assert that the chief defect in the teaching of Latin to-day is the failure to master the declensions and conjugations at the very outset of the study. Honest and thorough work here is the key to the solution of the difficulties that come later. An adequate knowledge of the forms does not come of itself; it does not come even by reading. It can come only by persistent, sustained attention to the forms themselves at the earliest stages of the study. Not until the student is equipped with this fundamental knowledge is he prepared to go on and pursue with profit and reasonable facility the study of syntax and the intelligent reading of a Latin author.

C. E. B.

ITHACA, March 1, 1909.

*In Teaching inflections nothing can
Take the place of incessant oral drill.*

TABLE OF CONTENTS.

PART I.

SOUNDS. QUANTITY, ACCENT.

LESSON	PAGE
I. Alphabet. — Sounds. — Pronunciation. — Quantity. — Accent	1

PART II.

INFLECTIONS.

II. The Parts of Speech. — Inflection. — Nouns. — Gender. — Number	5
III. Cases. — The Five Declensions	6
IV. First Declension	8
V. First Declension (continued). — Paradigm of the Present Indicative of a Verb of the First Conjugation. — Subject. — Object. — Agreement of Verb. — Genitive	10
VI. Second Declension	12
VII. Second Declension (continued). — Inflection of the Present Indicative of <i>sum</i> . — Predicate Nouns. — Appositives	14
VIII. Adjectives of the First and Second Declensions. — Agree- ment of Adjectives. — Predicate and Attributive Adject- ives	16
IX. Adjectives of the First and Second Declensions (continued)	18
X. Nouns of the Third Declension. — Use of the Accusative and Ablative with Prepositions	20
XI. Third Declension (continued)	23
XII. Third Declension (continued). — <i>Ī</i> -Stems and Mixed Stems .	26
XIII. Third Declension (continued). — Gender	29

LESSON	PAGE
XIV. Fourth and Fifth Declensions	30
XV. Adjectives (continued). — Nine Irregular Adjectives. — Adjectives of the Third Declension	32
XVI. Adjectives of the Third Declension (continued)	35
XVII. Comparison of Adjectives	38
XVIII. Comparison of Adjectives (continued). — Ablative of Manner	40
XIX. Formation and Comparison of Adverbs	42
XX. Numerals. — Ablative of Means	44
XXI. Personal, Reflexive, and Possessive Pronouns. — Dative of Indirect Object	47
XXII. Demonstrative Pronouns	50
XXIII. Demonstrative Pronouns (continued). — The Intensive Pronoun	52
XXIV. Relative, Interrogative, and Indefinite Pronouns. — Agreement of Relative Pronouns	55
XXV. Conjugation. — The Four Conjugations. — Principal Parts and Verb-Stems. — Conjugation of the Indica- tive of <i>sum</i>	58
XXVI. Subjunctive, Imperative, Infinitive, and Participle of <i>sum</i>	62
XXVII. Indicative Active of <i>amō</i> . — Verb Stems. — Reading Lesson: <i>Gaul and its Divisions</i> . — Biographical Note on Julius Caesar	64
XXVIII. Active of <i>amō</i> (continued). — Verb Stems	70
XXIX. Indicative Passive of <i>amō</i> . — Verb Stems. — Reading Lesson: <i>Narrow Boundaries of the Helvetii</i>	73
XXX. Passive of <i>amō</i> (continued). — Verb Stems. — Review	76
XXXI. Active Voice of <i>moneō</i> . — Verb Stems. — Reading Les- son: <i>The Helvetii Decide to Emigrate</i>	79
XXXII. Passive Voice of <i>moneō</i>	83
XXXIII. Active Voice of <i>regō</i> . — Reading Lesson: <i>The Helvetii Decide to Go by Way of the Roman Province</i>	86
XXXIV. Passive Voice of <i>regō</i>	90
XXXV. Active Voice of <i>audiō</i> . — Reading Lesson: <i>Caesar Hurries to the Scene of Action</i>	93
XXXVI. Passive Voice of <i>audiō</i>	97

CONTENTS.

vii

LESSON		PAGE
XXXVII.	Verbs in -iō of the Third Conjugation. — Reading Lesson: <i>Caesar Prepares to Prevent the Passage of the Helvetii</i>	101
XXXVIII.	Deponent Verbs	106
XXXIX.	Periphrastic Conjugation. — Review. — Reading Lesson: <i>The Helvetii Attempt to Pass through the Territory of the Sequani</i>	110
XL.	Irregular Verbs: <i>possum</i>	113
XLI.	Irregular Verbs (continued): <i>dō</i> . — Reading Lesson: <i>Caesar Cuts to Pieces One Division of the Helvetii</i>	115
XLII.	Irregular Verbs (continued): <i>ferō</i>	117
XLIII.	Irregular Verbs (continued): <i>volō, nōlō, mālō</i> . — Reading Lesson: <i>The Helvetii Send Envoys to Caesar</i>	121
XLIV.	Irregular Verbs (continued): <i>fīō</i>	124
XLV.	Irregular Verbs (continued): <i>eō</i> . — Defective Verbs. — Reading Lesson: <i>Continuation of the Negotiations</i>	126
XLVI.	Impersonal Verbs. — Questions. — Review	130

PART III.

SYNTAX.

XLVII.	The Accusative. — Reading Lesson: <i>Caesar Prepares for Battle</i>	133
XLVIII.	The Accusative (continued)	136
XLIX.	The Dative. — Reading Lesson: <i>Arrangement of the Roman Troops for Battle</i>	139
L.	The Dative (continued)	142
LI.	The Genitive. — Reading Lesson: <i>The Battle Begins</i>	144
LII.	The Genitive (continued). — Review	147
LIII.	The Ablative. — Reading Lesson: <i>Defeat of the Helvetii</i>	149
LIV.	The Ablative (continued)	152
LV.	The Ablative (continued). — Reading Lesson: <i>Retreat of the Helvetii</i>	154
LVI.	The Ablative (continued): Ablative Absolute	157
LVII.	The Ablative (continued). — Reading Lesson: <i>The Helvetii Surrender to Caesar</i>	159
LVIII.	Syntax of Adjectives	162

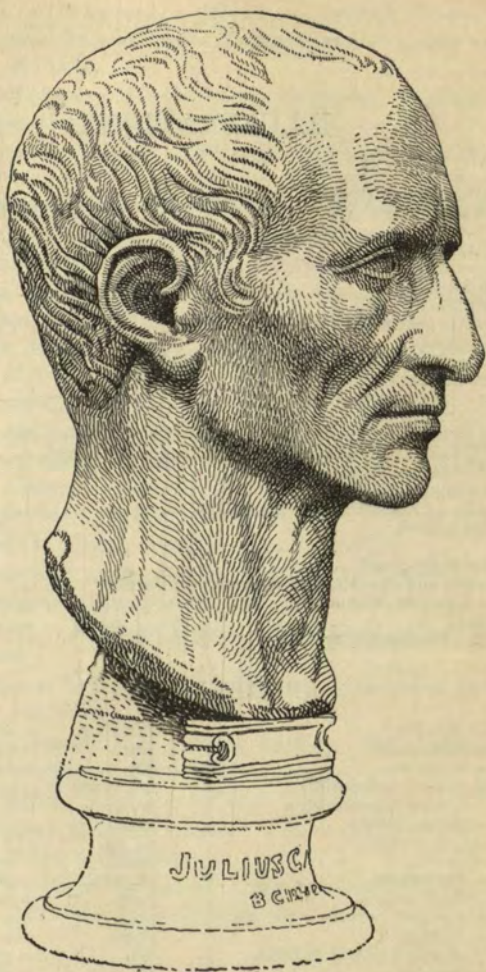
LESSON	PAGE
LIX. Syntax of Pronouns. — Review. — Reading Lesson : <i>Original Number of the Helvetii and their Allies. — The Survivors</i>	164
LX. The Subjunctive in Independent Sentences: Hortatory and Jussive Subjunctive	167
LXI. Optative Subjunctive. — Potential Subjunctive. — The Imperative. — Reading Lesson : <i>The Gauls Complain of Ariovistus's Tyranny and Beg for Caesar's Help</i> .	169
LXII. Moods in Dependent Clauses. — Clauses of Purpose. — Sequence of Tenses	172
LXIII. Clauses of Characteristic. — Result Clauses. — Causal Clauses. — Reading Lesson : <i>Caesar Decides that Ario- vistus and the Germans are a Menace to Roman Inter- ests in Gaul</i>	175
LXIV. Temporal Clauses : Clauses introduced by <i>postquam</i> , <i>ut</i> , <i>ubi</i> , <i>simul ac</i> . — <i>Cum</i> -Clauses	178
LXV. Temporal Clauses introduced by <i>dum</i> and <i>donec</i> . Read- ing Lesson : <i>Ariovistus Rejects the Proposal for a Conference. — Caesar's Demands</i>	180
LXVI. Substantive Clauses developed from the Volitive	182
LXVII. Substantive Clauses developed from the Optative. — Substantive Clauses of Result. — Indirect Questions. — Review. — Reading Lesson : <i>Ariovistus's Reply to Caesar</i>	184
LXVIII. Conditional Sentences. — Clauses with <i>quamquam</i> and <i>cum</i> , 'although'	187
LXIX. Indirect Discourse. — Reading Lesson : <i>The Germans and Romans Meet in Battle</i>	190
LXX. The Infinitive	193
LXXI. Participles. — Reading Lesson : <i>Defeat of the Germans and Flight of Ariovistus</i>	195
LXXII. The Gerund and Gerundive. — The Gerundive Construc- tion. — The Supine. — Review	198
RULES OF SYNTAX	201
CAESAR'S GALLIC WAR, BOOK II	209
GENERAL LATIN-ENGLISH VOCABULARY	247
ENGLISH-LATIN VOCABULARY	273

ILLUSTRATIONS.

	PAGE
Gaius Julius Caesar (British Museum)	x
Roman War Tower	4
Roman Catapult	9
Roman Catapult	11
Battering-ram	13
Trumpet (<i>bucina</i>)	25
Trumpet (<i>tuba</i>)	28
Imperator, Legatus, Centurio, Lictor	46
Sword (<i>gladius</i>)	54
Roman Forum, or Public Square, in Caesar's Time	67
Legionary Soldiers	72
Wall and Ditch (<i>murus fossaque</i>)	78
Cavalry (<i>equites</i>)	100
Standard Bearers (<i>signiferi</i>) and Trumpeters (<i>tubicines, cornicines</i>)	109
Helmets (<i>galeae</i>), Shields (<i>scuta</i>), and Standards (<i>signa</i>)	120
Temple of Caesar at Rome	138
Roman Citizen in the Toga	141
Bridge built by Caesar across the Rhine	151
Slinger (<i>funditor</i>)	156
Testudo	168
A German Body-guard	171
Bow, Arrow, and Javelin (<i>arcus, sagitta, pilum</i>)	174
Caesar (Capitoline Museum)	206
Map of Gaul	preceding 209
Attack on a Besieged City	241

ABBREVIATIONS.

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



GAIUS JULIUS CAESAR.
(British Museum.)