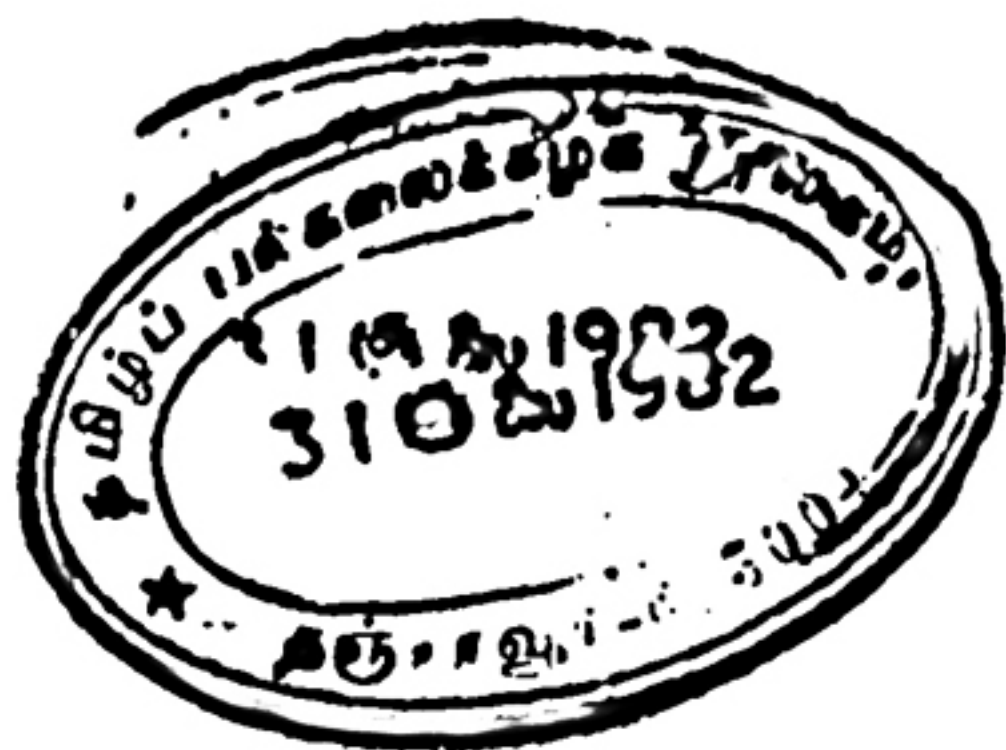


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Its method and arrangement owe much to the advice of teachers in Preparatory Schools, to whom it was submitted for criticism and trial before publication.

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# LIMEN

## A FIRST LATIN BOOK

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## PREFACE TO FOURTH EDITION

THE need of a Fourth Edition has given us the opportunity of thoroughly revising the book.

In deference to the practical objections felt by a number of teachers, we have changed the shape of Section 7, in which the use of the Negative *nē* is first introduced. We trust that the new form, without obscuring the truth, will meet the difficulty.

The terminology has been carefully examined, and a number of unintentional divergencies from the recommendations of the Joint Committee have been remedied; among the most important changes being Gerund Adjective for Gerundive, Non-Dependent for Independent, and Subordinate for Dependent. On three points, however, as we explained in a previous Edition, we felt, and feel, bound to demur to the Committee's view; but for the convenience of those who are making trial of the Committee's terminology completely, its suggestions are recorded in footnotes—viz., "Past Perfect" instead of our *Pluperfect*, "Past Subjunctive" instead of our *Imperfect Subjunctive*, and "If-Clause" and "Then-Clause" for the two halves of the Conditional Sentence. We find that the term, "Past Perfect" is liable to confusion with the Past Historic use of the Latin Perfect; and that "Past Subjunctive" is commonly taken to denote the similar use of the Perfect Subjunctive. The term "Then-Clause" seems to us quite as likely to be taken to mean any statement in past time (as contrasted with a "Now-Clause") or any kind of inference (for instance, the Q.E.D. Clause of a geometrical proof), no matter what its syntactical position in the sentence may be, or simply a clause denoting what follows next. The

term "If-Clause," though in itself less open to objection, is not quite a desirable name for a large number of Clauses which contain no 'If' at all. We have tried to cut the knot by following still further the governing principle of the Joint Committee and endeavouring to secure a term which will be as natural in French as in Latin. Abandoning the Greek ending of the old terms, which was what made them cumbrous for use in class, we have substituted the French forms, *Protase* and *Apodose*. No one who is used to the old terms can fail to understand them, and the likeness of sound which made the old terms obnoxious is avoided.

We make no change in regard to what are called "Hidden Quantities"; the marking of them is, we find, helpful to learners in acquiring right habits, and not unhelpful to us teachers in escaping from wrong ones; each of us, of course, will use his own judgement as to the amount of attention he and his pupils can afford to bestow upon securing precision in the matter.

For the detection of many imperfections we have again to thank cordially a number of friends who have had the book in use in classes: first to Dr. Eleanor Purdie and her colleagues upon the classical staff of the Ladies' College, Cheltenham; then to Mr. John Thompson, Headmaster of the High School, Dublin; to Miss C. I. Daniel, of Wycombe Abbey School; to Mr. H. J. Dakers, of the Manchester Grammar School; and to Mr. R. S. Bate, of St. Dunstan's College, Gatford.

In revising the Vocabulary we have profited greatly by the skilful help of Mr. H. H. Crabtree, B.A. (Manc.), Scholar of Balliol College, Oxford.

W. C. FLAMSTEAD WALTERS.

R. S. CONWAY.

LONDON  
MANCHESTER } August, 1913.

## PREFACE TO THE FIRST EDITION

THE number of elementary Latin text-books is so large that the writers of a new one may be reasonably asked to define the purpose of their enterprise. Our chief objects are three, which are closely bound together:

1. To bring the pupil as soon as possible to the stage of reading Latin authors.
2. To teach him as much as possible of the use of the forms of the language in and during the time in which he is learning them.
3. To use as far as possible the fruits of recent inquiry in Historical and Comparative Grammar, so as to simplify and enliven the harder rules of Accidence and Syntax by indicating briefly and clearly how the rules themselves grew up.

These objects, perhaps, may not seem very new; but we have endeavoured to combine them, and to extend the limits of the possible in each case beyond what has been attempted in existing manuals, excellent as some of them are.

Moreover, since the best of these were written, great changes have taken place in the conditions of Secondary Education in England and Wales, especially in those of Classical teaching. The growth of new Universities, the steadily increasing endowment of Secondary Schools and scholars by local popular



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authorities, the need for more thorough equipment of primary teachers—to mention only the most striking causes of change—have on the one hand enormously increased the numbers of those seeking education at Secondary Schools, and, on the other, have intensified public interest in the competition between the older and newer subjects of education. In one form or another this competition has made itself felt in every school, not merely in those directly affected by the new conditions; and if the struggle is to end happily in a reasonable give-and-take of school-time, it is an urgent question whether in Classical teaching some saving of time and labour may not be possible by greater concentration on its chief objects. We are among those who believe that its greatest aim—a first-hand acquaintance with the thought and the life of the ancient world at its best—can be attained in less time than tradition still demands; and further, that some consciousness of this aim and of the interest it possesses can be aroused from the first. We have tried to provide the Grammatical staple of a three-years Course for boys who begin Latin when they are about eleven years old; and also, if more rapid progress be made, a two-years Course for those who cannot begin till thirteen or fourteen. In either case we mean our *Limen* to mark what used to be called the Fourth Form standard—in other words, to enable the average boy or girl in the average school to matriculate in any British University, so far as Latin is concerned; and to fit a bright boy or girl

in a large school to begin a more specialised course in Classics. In order to make this possible, we have sacrificed a good deal of lumber—all technical terms that seemed unnecessary, and information relating to what is abnormal and unusual in Accidence and Syntax; but we venture to hope that we have sacrificed nothing else.

No part of the book has demanded more care than the Reading Lessons, no one of which has been written less than three times. We hope they may serve not merely to illustrate the parts of Accidence and Syntax to which they are attached, but also, without making too large demands in vocabulary, to suggest the course of Roman history<sup>1</sup> from Hannibal to Honorius; to indicate the place in it of the Roman authors Vergil and Horace, Cicero, Cæsar, and Livy; and here and there to afford a glance at some of the greater events and persons of the history of Greece. How far we have succeeded in this without overtaxing a schoolboy's capacities of interest, the schoolboy himself will no doubt decide: we have at least tried to keep in mind both the limited and the larger sides of his horizon. Some of the later Lessons are taken with little or no change from Terence, Caesar, and Livy; and we hope that long before the last are done the Class will have begun to read some simple Latin poetry, like the *Raptus Proserpinae*.

Our third object, that of linguistic explanation, has

<sup>1</sup> We have been at some pains to secure the accuracy of the historical statements contained in the Exercises; albeit, greatly daring, we have admitted a *Sallustius filius* (p. 126) to the school-room of Sextus and Tullia.

generally led us only to a simplification of grammatical statement; but at the few points at which it involved definite additions, these have been put in Notes in smaller type, so that the beginner will not be called upon to notice them except by his teacher's direction. By placing all the Subordinate uses of the Subjunctive in their real historical relation to its Independent uses, we hope to have secured not merely a truer but a considerably simpler and easier shape in which to present these idioms to the child's mind. Here, as everywhere, we have deliberately postponed the learning of the forms till their use can be also given. But we have added complete paradigms of the Conjugations in the Summary of Accidence at the end of the book.

We have marked as long all vowels, in whatever position, whose length is certainly known. The fullest and truest statement of present knowledge in the difficult matter of "Hidden Quantities" (*e.g.* the length of all vowels before *n* followed by *s, f*, or two consonants, as in *cōsul, inferō, iūctus*) appears to us to be given in Hale and Buck's *Latin Grammar*, whose results we accept.<sup>1</sup>

<sup>1</sup> In one or two points we are indebted to Bennett's *Latin Language* for additional guidance; and we have often consulted Postgate's *Latin Primer*. Following, perforce, the consensus of present-day editors, we write *cōnicio, abicio*, though we are not quite satisfied that the older forms *conicio, abicio* had vanished before the time of Livy. It is well also to explain that we have followed the literary rule of Augustan Latin in not recognising the shortening of the last syllable of Iambic words (though probably it was almost universal in popular speech), save in forms outside the Inflexional system; thus: *bene, heri, modo, only, but modō, Abl. modī. Gen., like dominō, dominī.*



The book itself, we hope, will show that we do not undervalue the unique discipline which Latin Grammar offers in every process of thought. And since experience shows that the reasoning faculties can be trained more quickly and easily when the ear and the tongue are enlisted in their service as well as the eye—that is, if the learner is encouraged to speak Latin as well as to write it—we have prepared, for the use of teachers, a brief Appendix<sup>1</sup> showing how to apply the Oral Method of class-teaching to the subject-matter of the book. Such suggestions are naturally rather like stage-directions, and no teacher with any sense of humour or love of freedom would wish to put them in the hands of his audience, though he may be fully convinced of the value of the method. And now that by the influence of the Classical Association the Reformed Pronunciation of Latin has been at last established in this country, one great obstacle to Oral teaching—the ambiguities and uncertainties of the old fashion—has been happily removed.

To this extent then we have followed the example of the most successful teachers of Modern Languages.

<sup>1</sup> In this we have been greatly helped by the skill and experience of Miss R. H. Rees, B.A., one of the Mistresses at Ladybarn House School, Manchester. It is hardly necessary for us to say with how much interest and profit we have studied the brilliant advocacy of Oral Methods which Dr. W. H. D. Rouse has put forward during the years in which this book has been in the making. We are the more concerned to express our general sympathy with his proposals, because some of their applications are still in the experimental stage. To his kindness we are indebted for several valuable improvements in the Appendix itself.

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But we are not among the number of those (if any such persons there are) who think that precisely the same methods can be used with profit in the two cases. The first object of the Conversational Method, as applied to Modern Languages—if we have understood it aright—is to give the learner, with as little conscious reflection as possible, colloquial familiarity with a language as it is actually spoken to-day, and only rarely, if at all, to make him grasp the processes of Grammar of which he is using the results. We hold that in Latin a boy should take no single new step, in speaking or in writing, without some thinking; only the steps must be short and the thinking not too abstract for his age. One kind of abstraction we have done our best to avoid—that of stripping the language of all its Particles and most of its Syntax. In their desire for simplification at the earlier stages, many text-books have produced a kind of copybook-jargon of detached sentences both in English and in Latin, like nothing any man or woman ever spoke. The result has been that for his first two or three years (and perhaps always) the learner has thought of Latin not merely as a dead language, but as one that never deserved to be anything else. We have tried to present it to the schoolboy, both as the speech of a great imperial nation, and as a natural human tongue once spoken by boys and other persons not entirely unlike himself.

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It remains to offer our hearty thanks to a number of friends and colleagues to whose counsel and criticism the book will owe much of whatever degree of usefulness it may attain. Professor J. J. Findlay, M.A., Ph.D. (Jena), of Manchester, and Mr. Percy A. Barnett, M.A., very kindly found time to advise us on its general plan and scope. Among the teachers of experience who subjected the text of (what are now) the first sixty pages to searching criticism, both in principle and detail, we must mention especially Miss F. E. Bevan, Joint-Headmistress of the South Liverpool School for Girls; Miss S. A. Burstall, M.A., Headmistress of the Manchester High School; Mr. R. S. Forrester, M.A., Headmaster of the County School, Newtown; Miss Dora Limebeer, M.A., Headmistress of the Wallasey High School; Mr. W. G. Rushbrooke, M.L., Headmaster of St. Olave's; and Miss Gertrude Thomas, M.A., Lecturer in Education in University College, Cardiff. To Mr. W. E. P. Pantin, M.A., of St. Paul's, we owe many important corrections throughout. Valuable, though less extensive, help we have received from Mr. J. K. Fotheringham, M.A., of King's College, London; Mr. W. M. Harvey, M.A., of St. Aubyn's, Eastbourne; Mr. L. W. P. Lewis, B.A., of Bradford Grammar School; Miss A. C. P. Lunn, Headmistress of the Brighton and Hove High School; Miss Blanche Potts, Headmistress of the Church High School for Girls, Leek; Mr. F. Ritchie, M.A., of Sevenoaks; Mr. T. E. S. Simpson, M.A., of Berkhamsted School;

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Mrs. J. H. Skelton; Mr. W. H. Spragge, M.A., of the City of London School; Mr. L. R. Strangeways, of the Nottingham High School; Mr. John G. Thompson, M.A., of the Strand School; and Miss E. L. White, M.A., Portsmouth Training College. •

Finally, and chiefly, we desire to record our deep indebtedness to Mr. John Thompson, M.A., Headmaster of the Dublin High School, and author of Murray's *Greek Grammar*, to whose learning, judgement, and vigilant care nearly every page of this book owes some improvement. We would add that both the publisher and we ourselves shall welcome any criticisms or suggestions calculated to make the book more useful from any teachers who have tested it. Such suggestions should be sent to Mr. John Murray; and they will be especially welcome if they specify the nature of the experience on which they are based.

W. C. F. WALTERS.

R. S. CONWAY.

LONDON  
MANCHESTER } July 1908.

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## NOTE

The paragraphs in small print introduced by the word NOTE may be omitted by beginners unless their attention is especially directed to them by their teacher.

The plans of the Forum at pp. 126, 291 are derived from Huelsen's *Roman Forum* (Rome, 1906), and were specially adapted for the Exx. by Mr. R. C. S. Walters



# LIMEN

## INTRODUCTION

§ 1. LATIN is the language that was spoken by the people of Rome at the time of the birth of Christ, and for many centuries before and after that. From that time, down to our own day, no other people—not even the English—has ever affected so powerfully the fortunes and the daily life of all the civilised nations of the world. The customs, the laws, the armies, the education, the religion, the literature, and the language of nearly every country in Europe are very different from what they would have been if there had been no Romans, and if the Romans had not established an empire over so many other nations. Every one has heard of the great Roman statesman, Julius Caesar, whose invasion of Britain is the earliest event of which we know the date (55 B.C.) in our own history. Caesar's name was taken by all the Roman emperors who came after him, and is still used to-day as the title of the Austrian, German, and Russian Emperors, each of whom claims to be his true successor. And the laws of all civilised countries—some more than others—have been influenced by the laws of the Romans. But even the power of their

government and their law has not been so great as the influence of their literature and their language. It is true that the great books of the Hebrews and the Greeks have taught men more than even the greatest writers of Rome have done; but in all Western Europe it was through reading Latin books that men came to study Greek literature, and it was the Roman Empire that opened all the roads by which first Greek knowledge, and afterwards Christian knowledge, were carried to the ends of the world. And the Latin language is still a powerful influence in the world to-day. Italian, Spanish, Portuguese, and French (as well as Roumanian and other less important languages) are directly derived from Latin; so that when you begin to learn Latin, you begin to know something of at least four languages now spoken over great parts of the world. And in our own tongue at least half of the words are derived from Latin—that is, we express at least half of our thoughts in the way in which we do, because the Romans expressed similar thoughts by means of those same words; and if we want to speak and write English intelligently, we must know something about English words that come from Latin, and how their meaning has come to be what it is. On every page of this First Latin Book you will find many Latin words which give you at once the key to a large number of English ones. When you have learnt *capiō*, ‘I take,’ *captus*, ‘taken,’ you understand *capture*, *captive*, *captivate*, and so on; *dominus*, ‘master,’ explains *dominate*, *dominant*, *domineer*. And when you

have learnt to read Latin books for yourself—and this book is meant to be the *limen*, that is, the threshold which admits you to their circle—you will find in them the explanation of many more difficult and more important things than these.

## ALPHABET AND PRONUNCIATION

§ 2. The first step in learning Latin is to learn how to write it and to pronounce it. There is no difficulty in Latin writing, since nearly all civilised nations have adopted the Latin Alphabet to write their own languages in, though they have generally added some letters to express special sounds of their own. So the Latin Alphabet was the same as the English, except that it had no *j*, no *v*, and no *w*, which were added to it in later times; *v*, however, has been commonly used also in writing Latin by modern scholars, and we retain it for the early stages.

As to the history of these letters, see below, NOTE, p. 8, and NOTE (*b*), p. 254. But though the letters used to write Latin are still used to write English, the sounds given to them by the Romans were not all the same as those we give to them in English. Some people are still content to pronounce them as though the sounds were the same as in English; but to do this gives you a totally wrong impression of what Latin was like, and creates many needless difficulties. It is important, therefore, to master the Latin Sounds carefully before you go any further.

Long vowels—that is, those on which the voice rests

for a time in pronouncing them, like the *a* in English *father*—will be marked thus, *māter*. Short vowels are often distinguished by *◌* (e.g. *tēdērē*); but in this book they will be usually left unmarked.

In pronunciation the quantities of the vowels must be strictly observed; e.g. *lābor*, *mīnor*, *nōta*. This is essential for the proper appreciation in prose, of sound, rhythm, and distinctions of meaning (e.g. *mālum*, ‘apple’; *mālum*, ‘evil’), and in verse, of metre also.

## TABLE OF LATIN SOUNDS<sup>1</sup>

### VOWELS

*ā* (*prātum*), as *a* in *father*, *path*.

*ă* (*răpit*), the same shortened, as *a* in *footpath*.

*ē* (*mēta*), as *a* in *fatal*, Fr. *é* as in *tête*.

*ě* (*frěta*, *essě*), as *e* in *fret*.

*ī* (*fīdō*), as *ee* in *meeting*, Fr. *i* in *amie*.

*ĩ* (*plĩcō*), as *i* in *fīt*.

*ō* (*tōtus*), as *o* in *total*.<sup>2</sup>

*ō* (*nōta*), as *o* in *not*, Fr. *o* in *reconnu*.

*ū* (*tūtō*), as *oo* in *shoot*, Ital. *u* in *lūna*.

*ũ* (*cũtis*), as *u* in *full*.

In all cases the vowels are nearer to the French and Italian than to the English sounds.

<sup>1</sup> This scheme is that recommended by the Classical Association, by the Philological Societies of Oxford and Cambridge, and by the Board of Education.

<sup>2</sup> The Italian *o* in *Rōma* is a more exact equivalent.



## DIPHTHONGS

The sounds of the diphthongs may be arrived at by running the two vowel sounds rapidly together, the second being pronounced lightly. The most important are :

ae (*portae*) =  $\widehat{a+e}$ , nearly as *i* in *ride*, *ai* in *Isaiah* (broadly pronounced), Fr. *émail*.

au (*aurum*) =  $\widehat{a+u}$ , as *ou* in *hour* (as Ital. *au* in *flauto*).

oe (*poena*) =  $\widehat{o+e}$ , nearly as *oi* in *boil*.

The following diphthongs occur much less often :

ui (*huic, cui*) =  $\widehat{u+i}$ , as Fr. *oui*.

eu (*heu*) =  $\widehat{e+u}$ , nearly as English *ew* in *new*.

ei (*ei*, Interj. ; or *Pompēi*, Vocative of *Pompeius*) =  $\widehat{e+i}$ , as *ey* in *grey*.

## CONSONANTS

*c, g, t, s* never vary in pronunciation.

*c* (*cēpi, accēpi, condiciō*), always as *c* in *car, cat*.

*g* (*gerō, agger, tangit*), always as *g* in *garment, get*.

*t* (*fortis, fortia, ratiō*), as *t* in *native*.

*s* (*sub, rosa, rēs, dēns, spōnsiō*), always as *s* in *sit, dense, or ce in race*.

Similarly when compounded :

*x* (*exul*) = *ks*, as in *extract* ; *bs* (*urbs*) = *ps*.

*i* as a consonant and *v*.

*i* (*iam, eius*), as *y* in *you*.

*v* (*volō*), practically as *w* in *we*, Fr. *ou* in *ous*.

*i* is regularly a consonant when it comes at the beginning of a word before a vowel (*iam, iacet*), or between vowels in the middle of a word (*eius*). In other positions it is regularly a vowel. Thus *eius* and *iacet* have each two syllables, but *iaciō* has three, since its second *i* is a vowel.

NOTE.—The Romans themselves used only one symbol, namely **I**, for the vowel *i* and the consonant *i*; and similarly only one symbol, namely **V**, for the vowel *u* and the consonant *u* (commonly written **v**). See further, p. 254.

*r* is always trilled, even in the middle and at the end of words—e.g. *rūrus, parma, datur*.

Double consonants are separately pronounced (as in Italian), one with the preceding syllable, the other with the following syllable—e.g. *vac-ca, pul-lus*.

All other consonants may be pronounced as in English.

REMARK.—Some sounds occur only in words borrowed from Greek. These are:

<i>y</i> ( <i>adytum</i> )	= Fr. <i>u</i> in <i>du</i> .
<i>ȳ</i> ( <i>asȳlum</i> )	= Fr. <i>ū</i> in <i>rue</i> .
<i>ph</i> ( <i>Philippus</i> )	= <i>ph</i> in <b>Philip</b> .
<i>th</i> ( <i>theātrum</i> )	= <i>th</i> in Eng. <i>thin</i> .
<i>ch</i> ( <i>Achaea</i> )	= <i>ch</i> in Scotch <i>loch</i> .

### ACCENT

In words of two syllables, the first is accented; in words of three or more syllables, if the last syllable but one is long, it has the accent; if the last syllable

but one is short, the last but two has the accent—  
e.g. *negáret*, but *agréstibus*.

The accented syllable was pronounced with greater force as well as on a higher musical note; but the difference in force was considerably less than in English. The separate syllables of a Latin word should be more evenly and distinctly pronounced than in English, and more nearly as in French.

REMARK.—You will understand as you go further how it is that we know what the actual pronunciation of Latin was; but as soon as you learn French or any of the Romance languages (that is, the languages that have grown out of Latin; see § 1), you will see that they have mostly kept the original Latin sounds of the vowels, which in the speech of our own island have become so changed or, as one may say, 'corrupted,' especially in the last four centuries since the time of Chaucer. As Latin gradually turned into French in France, and into Italian in Italy, people at first used much the same words as they had done, and spelt them in very much the same way; but they began to pronounce the consonants and diphthongs differently. Thus the Latin name *Caesar* (pronounced *Kaisar*) came to be sounded first *Kēsar* (in English spelling *Kaysar*), then *Kyēzar*, and from this it changed to the Italian *Cesar*- (in English spelling *Chayzar*) and the French *César* (in English spelling *Sayzar*), and then finally, long after the name had come into English, *Caesar* (pronounced as if it were spelt *Seezer*). Now you see that through all these changes of sound the spelling remained very much the same, and the result was that the letters *ae*, *c*, and *s* had to denote quite different sounds from those they did at first.

NOTE.—In the same way the letter *i*, or in capital writing *I* (and the Romans regularly wrote Latin in capitals), had often, as we have seen—*e.g.* in *Iūlius*—the sound of English *y*-; for the consonant *y*- is only the vowel *i* pronounced quickly before another vowel. This was corrupted in pronunciation first by letting a *d*-sound creep<sup>1</sup> in before the *y* (so that *Iū*- was pronounced *dyoo*-), and then by the *dy*- changing to the queer consonant sound which we have in English words like *joy*, *age*. But since the letter *I* in a great number of words was still used for the vowel sound (*e.g.* the Preposition *IN*, ‘in’), the new form *j*, which had come into use in manuscripts as a second way of writing *i*, was taken by English scholars to express the new consonant sound which had grown up out of the Latin *i* before another vowel, but which never existed in Latin at all. Hence we ought to spell Latin words like *iam*, ‘already’; *iaceō*, ‘I am lying down,’ with *i*, not *j*; for if we use the modern symbol *j*, we imply that the sound was the same as that of the English *j*—and this is not true. As to *u* and *v* see p. 254.

### EXERCISE I

*Practise carefully the pronunciation of the following Latin sentences :*

- |  |  |
|--|--|
| 1. Salvēte, puerī.<br><i>Good-morning, boys.</i> | 2. Salvē, domine.<br><i>Good-morning, sir.</i> |
| 3. Surge, puer.<br><i>Rise, boy.</i>             | 4. Surge, puella.<br><i>Rise, girl.</i>        |
| 5. Stā, puer.<br><i>Stay-standing, boy.</i>      | 6. Surgite, puerī.<br><i>Rise, boys.</i>       |
| 7. Surgite, puellae.<br><i>Rise, girls.</i>      |  |

<sup>1</sup> This happens because, when the tongue is raised towards the roof of the mouth to make *y*, its front part is very near the ridge behind the teeth; and if it is allowed to touch the ridge, a *d*-sound is produced along with the *y*.



8. Stāte, puerī.

*Stay-standing, boys.*

9. Cōnsīde, puer.

*Sit-down, boy.*

10. Cōnsīdite, puerī omnēs.

*Sit-down, boys, all (of you).*

11. Cōnsēdī.

*I-have-sat-down.*

12. Venī ad mē.

*Come to me.*

13. Vēnī ad tē, domine.

*I-have come to you, sir.*

14. Venīte ad mē, omnēs.

*Come to me, all (of you).*

15. Vēnimus, domina.

*We-have-come, madam.*

16. Redīte ad sēdēs.

*Go-back to (your) seats.*

17. Fēcimus, domine.

*We-have-done (so), sir.*

18. Lūx hodiē est mala; incende lucernam.

*The light to-day is bad; light the-lamp.*

19. Fēcī, domine.

*I-have-done (so), sir.*

*The next two Latin sentences are in Verse, and you will easily hear the rhythm in each line if you pronounce them properly :*

20. Sabīnus iste, quem vidētis, hospitēs,

*That-fellow Sabinus, whom you-see, strangers,*

*putātur esse mūliō celerrimus.*

*is-thought to-be (the) quickest mule-driver.*

21. Nīl mihi rescribās;

*Nothing to-me you-should-write-back;*

*attamen ipse venī.*

*but yourself come.*

## LATIN INFLEXIONS

§ 3. There is one great difference between Latin and English, which appears in the sentences you have just learnt to pronounce, and which will become clearer and

clearer to you as you go on. Latin expresses a great deal of meaning by what are called Inflexions—that is, by changes in the end (and sometimes in other parts) of a word.

If some one were calling you in Latin, he would say :

puer, *boy*, or puella, *girl*

But if he heard you calling, he might say .

Est vōx puerī,    *It-is the-voice of-a-boy*

or Est vōx puellae, *It-is the-voice of-a-girl*

for the meaning of the English phrase '*of a boy*' is expressed by the one word puerī, which is called in Grammar the Genitive Case of the word puer, and the -ī of puerī and the -ae of puellae are called Genitive Inflexions.

Now in English, too, we have some Inflexions : for instance the 's of the Possessive in *a boy's voice*, the -s of the Plural in *several boys*, or those Inflexions which show Past time in Verbs (*he walked, he came*) ; but in Latin there are a great many more, as indeed there used to be in English. In some of our Pronouns we still use the Inflexion -m where the -m distinguishes the Object of the Verb—that is, the person or thing to whom, or which something is done .

*I beat him      I see them*

and wherever such a form as *him* stands in the sentence, we know that it will always be an Object, even if it comes first, as in *Him they compelled to speak*. But English Nouns have lost this sign of the Objective, or (as we call it in Latin) the Accusative Inflexion, and we

have to trust to the order of words entirely; and this often makes English a difficult language to write clearly. Thus if a poet, for reasons of metre, writes:

*The son the father killed,*

we do not know, without looking into what has gone before, whether he means *The son killed the father*, or *The father killed the son*. But Latin has a separate Inflexion for the Accusative, not merely in Pronouns but in all Nouns denoting persons (as well as a great many others), so that we are sure of the meaning at once:

*pater fīlium occīdit, the father killed the son*

but *patrem fīlius occīdit, the son killed the father*

We describe these differences of Inflexion by saying that *fīlium* and *patrem* are in the Accusative Case, while *fīlius* and *pater* are in the Nominative Case—that is, the Case of the word which denotes the person who does the action, and which is called the Subject.

In the same way Latin inflects all its Verbs:

*veniō, I am coming; venit, he is coming*

• *ambulō, I am walking; ambulat, he is walking*

*ambulāvī, I walked; ambulāvit, he walked*

Here *veniō*, *venit*, *ambulō*, *ambulat* are in the Present Tense, but *ambulāvī*, *ambulāvit* are in the Perfect Tense.

As you go on further in this book you will find all the Cases and Tenses and other parts of Nouns and Verbs fully explained; and after a little practice you will begin to realise the kind of way in which you may

find out the meaning of a Latin sentence—namely, by noticing carefully the Inflection of the Verbs, Nouns, and Pronouns.

§ 4. Nearly every sentence we speak contains a Verb—that is, as you probably know, a word which tells (or asks) what some one does or is, or which commands some one to do or to be something. We shall, therefore, be able most quickly to understand Latin sentences if we master first the Inflections of Latin Verbs.

These Verbs are grouped in four classes, which are called Conjugations. The chief difference between these Conjugations is caused by the original difference in the Verb-stem—i.e. in the form from which all the rest of the Verb grew up.

Thus *ā* in the Verb-stem marks the First Conjugation :  
as *portā*, *carry* ; *portā-s*, *you carry* ; *portā-re*,  
*to carry*.

*ē* in the Verb-stem marks the Second Conjugation :  
as *monē*, *advise or warn* ; *monē-s*, *you advise* ;  
*monē-re*, *to advise*.

A Short Vowel (*ĕ* and *ĭ*) in the Verb-stem marks the Third Conjugation : as *rege*, *rule* ; *regi-s*, *you rule* ; *rege-re*, *to rule*.

*i* in the Verb-stem marks the Fourth Conjugation :  
as *audī*, *hear* ; *audī-s*, *you hear* ; *audī-re*, *to hear*.

In the forms *portā* (i), *monē* (ii), *rege* (iii), and *audī* (iv), we have the part of the Verb in which