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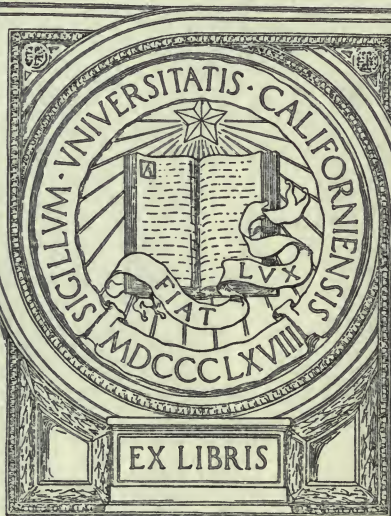
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# TEACHER'S MANUAL

*TO ACCOMPANY*

## FIRST YEAR LATIN

BY

WILLIAM C. COLLAR

AND

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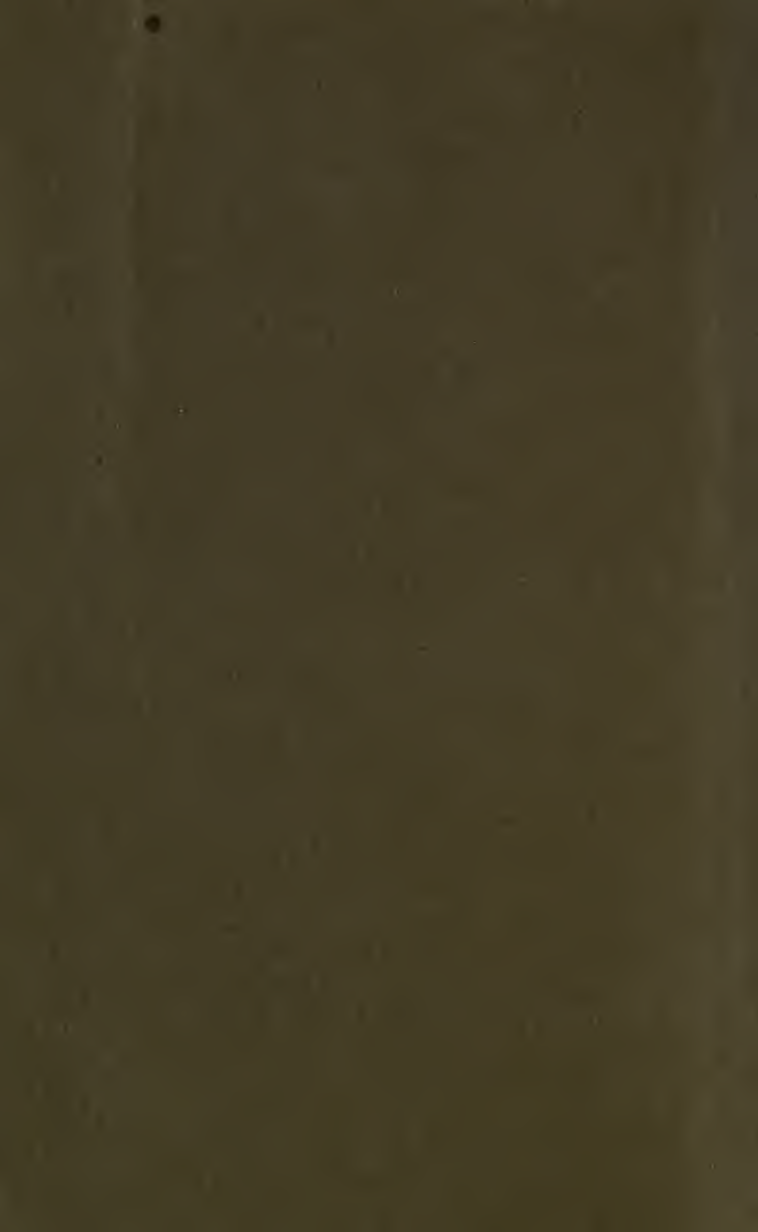
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*The Athenæum Press*

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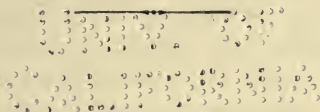
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# TEACHER'S MANUAL

## INTRODUCTORY

NOTE.—It is hoped that the following general suggestions (1-26) will be helpful to teachers of the *First Year Latin*. Not all of the suggestions are applicable to every lesson, nor should the teacher think it necessary to carry out on every lesson all of them that can be applied. The repeated reading of them at intervals will keep them fresh in mind and will suggest the working, now of some, now of others, according as they seem called for by the needs of the class.

## ESSENTIALS OF GRAMMAR

1. The "Essentials of Grammar," 1-35, may be dealt with in various ways. When pupils have already studied English grammar, the subject may be taken up continuously as a review of previous work before beginning the Latin lesson, p. 20; or it may be discussed, assigned, and learned in parts as a preparation for the separate Latin lessons. If the latter method is followed, the references given at the beginning of each lesson in the Manual will be found helpful in indicating the portions of the "Essentials" applicable to that lesson.

2. But when pupils have had no previous English grammar, a method differing from either of the two just mentioned is desirable. In this case it would be well for the teacher, previous to assigning a Latin lesson, to give simple explanations of the grammatical terms employed in it; as, for instance, *sentence*, *subject*, *predicate*, etc., in



Lesson I. Exact definitions need not be insisted on at first, but the use of the terms may be shown through illustrations drawn from the lesson. When the lesson is recited on the following day, the grammatical terms should be used. If a mistake is made by a pupil in the use of a term, it should be corrected with a simple explanation; thus, if a boy calls *columba* a verb, remind him that it is the *name* of something, hence a *noun*. Later, when the teacher thinks best, pupils may be referred to the "Essentials," and be required to learn definitions of terms with which they are already practically familiar. It is more important for the pupil to recognize a sentence, a noun, a verb, etc., than to be able to define them.

## PRONUNCIATION

3. With regard to the introduction on pronunciation, it may be used solely for reference, in which case the teacher may begin with Lesson I, or the teacher may devote one or two lessons wholly to pronunciation, using for this purpose the poem on p. 18.

If the teacher uses the poem for preliminary practice, it would be well to begin by reading slowly and distinctly the first line; then call upon a pupil, and then upon the whole class to repeat it. Treat the following lines in the same way. Call attention from time to time to the rules for quantity and accent. Be particular to give full value to each of the two l's in *stella*, and similarly of all doubled letters. Say *stel-la*, *bel-la*, *il-lo*, *gem-ma*, etc., avoiding the error of making one sound serve for two letters, as we often do in English.

For the next lesson one might assign 42, 43, and 44 to be read, and 42, 1 to 5, also 44, 1 and 2, to be committed



to memory. It may not be too much to require the pupil to take the words of "**Micā, micā,**" one by one and apply the rules of accentuation. Most of the words are dissyllables, to which 44, 1 applies. For the words of more than two syllables 44, 2 applies, and the quantity of the penult must of course be noted. For *discessit* and *ostendis*, refer also to 43, 5. As often as mistakes occur in pronunciation in succeeding lessons, correct them and refer the pupils to the rules as long as the need exists, but impress upon them the importance and advantage of such care as to diminish the necessity of reference to rules.

## CONDUCT OF THE LESSONS

4. In each lesson throw the emphasis on the proper subject of the lesson. If there seem to you to be omissions or oversights in the "Lessons," make notes, but reserve your judgment. There may be accidental oversights, or omissions may have been intended.

### Preparation of Lessons

5. Always devote about a sixth of the recitation period to a preparation with the class of the next day's work.

6. Pronounce tables of terminations, paradigms, and vocabularies, and have a pupil and then the whole class repeat them. Pupils are likely to contract the odious habit of accenting the final syllables when repeating paradigms; never allow it to go uncorrected.

7. When pupils are not thoroughly familiar with the grammatical terms and the syntax of the lesson (at least in English), go over the model sentences and explain them.

### Memorizing

8. Insist on having the terminations, personal endings, tense signs, etc., the paradigms, vocabularies, and rules thoroughly memorized. Too much stress cannot be laid upon knowing a form so well that it comes up without deliberation. Pupils should be able to give instantly the English for the Latin or the Latin for the English of a paradigm, or of words in a vocabulary, and to give the exact words of a rule.

### Form Work

9. The use of the blackboard and oral practice on forms should be incessant. To get the inflectional system built up is a great work, and requires endless practice, far more than any book can provide.

10. Have the tables of terminations written with case-names prefixed.

11. It is best to have the pupils write the terminations with long syllables marked, but it is questionable whether it is best to have the long syllables marked in the translated exercises, except when words of similar spelling are distinguished by the quantity of some vowel: *liber*, *book*, and *liber*, *free*; *hostis*, nominative or genitive singular, and *hostis*, accusative plural; also *ā* of the ablative singular of the first declension, to distinguish it from the nominative. The ultimate end, correct pronunciation, comes from careful oral practice.

12. Have paradigms written with meanings for each separate form.

13. Send pupils to the blackboard and give them different bases or stems, as, for instance, *stell-*, *domin-*, *arā-*, and *cantā-*, and require them to add terminations.

14. The rapid recitation of paradigms and terminations

by successive pupils is helpful; for example, one giving the nominative, another the genitive, and so on. Sometimes let one give the form and another the meaning. Again, different terminations may be given and complete forms called for. Practice must be varied in every possible way upon forms.

### Derivatives and Synonyms

15. Encourage pupils to think up English words that seem to be derived from the Latin words in the vocabularies. For example, in Vocabulary 86, *amicable*, *dominate*, *equine*, *horticulture*. The teacher will often have to explain that such words as pupils suggest may come only indirectly from the vocabulary words. Thus *amicable* is from *amicābilis*, and that from *amicus*; *dominate* is from *dominor*, and that from *dominus*. This should be made a part of every lesson, and the teacher should make careful preparation by the use of an English dictionary that gives etymologies.

It would be very useful if pupils would form lists of related Latin words, entering them in a blank book from time to time, as they occur in the lessons, in a column, and placing opposite them in another column English words derived from the group; also groups of synonyms.

### Translation

16. Make the pupil give a word-for-word rendering of the model sentences just as the Latin stands, and of all more difficult Latin sentences. Such practice helps the pupil to write in the Latin order and is very often the best method of discovering the meaning. But a good English translation should always immediately follow. Read 79, note.

17. Opinions will differ as to whether it is better to require pupils to write out a translation of an exercise into

Latin to be handed up for the teacher's correction before it has been translated orally in the class and discussed; but at least the English-Latin exercise should be gone over in preparation for assignment, with such cautions and explanations by the teacher as seem called for.

Moreover, the skilful handling of these exercises may be made to conduce to equalizing the lessons in point of difficulty and of time required by the pupil. Some lessons will of necessity be harder than others and require more of the pupil's time to prepare.

18. Translation into Latin is always difficult for beginners, and more help, at least by way of questions, anticipatory suggestions, cautions, and explanations is needed before the pupil is required to write his translations than the young teacher is likely to realize.

19. Train pupils, before they turn an English sentence into Latin, to arrange it mentally in what seems to them, from examples, the Latin idiom and the proper order of words; thus, 58, II. 4 the pupil should cast mentally into the form, "Praises Galba the farmers?" Now he is ready to think of the Latin words and their forms.

20. It is not necessary that the order of the Latin in the model sentences be invariably followed. The accusative, for example, may follow the verb. The teacher should occasionally take a page of Cæsar or Cicero, observe carefully the order of words, and apply the results of his observation to the needs of his own class.

21. If more practice seems to be needed in turning English into Latin than Part II of the Exercises provides, the teacher may require pupils to close their books and then give them the English of the Latin sentences in Part I for retranslation into Latin.

22. Do not have the translation of the English sentences written in blank books which are likely to be handed down



from class to class, but rather on alternate lines of loose sheets.

23. The teacher will find it convenient to have some simple system of marking exercises, so that the pupil may know from a glance by the character of the mark the kind of error made. A colored pencil or red ink is desirable.

#### Vocabulary : Index

24. Pupils need some instruction in the use of the general Latin-English vocabulary and the index. This instruction should be of the simplest and clearest character, and should be given as early as the necessity arises.

#### Reviews, Formulas, etc.

25. Probably many teachers will find the "Review" paragraphs insufficient for the average pupil. Spend from five to ten minutes at the opening of the recitation in a rapid and searching review of the work done on the preceding day. It will perhaps not be too much to devote every fourth or fifth lesson wholly to reviews.

It will be seen that the "Conversation" paragraphs, though detachable from the lessons, nevertheless are closely related to them, repeating words and constructions that have been used, and frequently supplementing practice on forms, particularly verb-forms.

26. To insure completeness in the answers to certain constantly recurring questions, it is useful to have a few set formulas.

1. For reciting vocabularies the following models are suggested :

Nouns — (*spear*), *hasta*, *hastae*, 1st, feminine; (*master*), *dominus*, *dominī*, 2d, masculine; (*king*), *rēx*, *rēgis*, 3d, masculine.

Adjectives — (*good*), *bonus, bona, bonum*; (*sad*), *trīstis, trīste*.

Pronouns — (*this*), *hīc, haec, hōc*.

Verbs — (*love*), *amō, amāre, amāvī, amātus*.

Prepositions — (*from*), *ā* or *ab* with ablative; (*after*), *post* with accusative.

2. For describing forms, use formulas like these:—

Nouns, adjectives, and pronouns — *hastās*, accusative plural feminine, from *hasta*; *prudentī*, dative (or ablative) singular masculine (feminine or neuter), from *prūdēns*; *quārum*, genitive plural feminine from *quī* (or *quis*); *audācissimō*, dative (or ablative) singular masculine (or neuter), superlative degree of *audāx*.

Verbs — *moneātis*, active subjunctive present, 2d plural, from *moneō*; *audītur*, passive indicative present, 3d singular, from *audiō*.

27. It will contribute much to a mastery of forms, if teachers will designate in advance, in reading lessons connected with "reviews," certain words to be inflected that have been specially treated in preceding lessons.

28. Teachers should not neglect the English side of the Latin lessons. Correct and idiomatic English should always be demanded of the pupil in translation, both oral and written. Insist also on legibility, orderly arrangement, and perfect neatness in all written exercises.



## LESSON I

NOTE 1. — The teacher will find it useful to read the notes of this Manual on any given lesson before assigning the lesson to a class for study.

NOTE 2. — References preceded by M. are to this Manual; all others are to the Lesson Book; if preceded by E. they are to the "Essentials of Grammar."

1. E. 1; 2; 2, *c*; 4; 7; 9; 10; 11, *a* and *b*; 23; 24, 1.

2. Do not make the mistake of assigning to young pupils, or pupils who have had no previous study of grammar, these grammatical references to memorize. Instead, follow the plan suggested in M. 2.

3. Before assigning this lesson, pronounce and have repeated by the class, not simply the vocabulary, but the Latin sentences as well. See M. 17, 18, 19. On *puella* and *sagitta*, see M. 3, second paragraph.

4. 51. The rule for the agreement of the verb with its subject in person and number is reserved until the agreement in person is illustrated (60, *b*). Meantime call attention to 50, *c*.

5. 52, I. Require pupils sometimes to translate the sentences in three ways when it can be done, to keep before them the three equivalents of the Latin verb-forms.

6. 52, I. 5, 7, and 9. For the place of the accent before *-ne*, refer pupils to 44, 3.

7. 52, II. 2. Explain in advance that *do* . . . *dance*, *are* . . . *resounding*, etc., are the verbs, and refer pupils to 50, 4. Tell them that *do* and *are* come first when a question is asked.

## LESSON II

Review Lesson I. See M. 5.

1. E. 4, *a*; 14; 21; 22; 24, 1, 3, and *a*; 25, 25, *a*; 46.

2. See M. 6-14.

3. Emphasize the fact that case is determined by the way a word is used in a sentence; and that gender in Latin is often an arbitrary thing, and must therefore be memorized.

4. 53. Before assigning this lesson, have the names of the cases pronounced several times from 46; then by reference simply to abbreviations of 53. Otherwise some pupils may not understand the abbreviations.

5. 53. Have the table of terminations learned and then added to the base, *hast-*, *stell-*, *terr-*, etc.

6. 57. Call attention to the fact that this rule is applicable to English verbs, except that we call the accusative the objective.

7. 58, I: 6, 7, etc. Remind pupils that the interrogative particle *-ne* is not used when the sentence has another interrogative word.

8. 58, I. 8. Direct address is such a simple construction that it is not explained here; the teacher should explain it, and call attention to the comma used after *Galba* to indicate it. Be careful to insist upon this punctuation in exercises.

9. 58, II. See 56, *a*.

10. 58, II. See M. I. 4. If in the teacher's judgment it is best to have the English-Latin exercises written and corrected, they may be treated orally in reviews.

11. 58, II. 4 and 6. See M. I. 7.

## LESSON III

Review Lesson II. See M. 5.

1. E. 2, *a*; 27; 27, *a*, and note; 28; 29; 32; 33.

2. Illustrations of *-m* as an ending will be found later, as in Lessons IX and XIII.

3. 60. To accustom pupils to fix attention on the personal endings, have them write the stem and then add the endings, underscoring them, or leaving a space between them and the stem.

4. 60. Vary the recitation of verbs by calling for the active indicative present of the verb *love* in English and requiring pupils to translate each person and number into Latin.

5. 61. Show how little the English verb changes its form with changes of the person and number of the subject. In this connection caution pupils not to disregard the change in the third person singular, and so fall into the fault of saying "it don't," "he don't," equivalent to "it do not," "he do not," which they would never think of saying.

6. 61, *a*. The answer is, of course, that the ending of the Latin verb shows the person.

7. 63, I. When pupils have recited this paragraph, the teacher may well write on the blackboard other forms and call for translation as fast as they are written. Then point to forms at haphazard and call for quick translation again. Finally, give the English of some Latin form, and when the right Latin equivalent is given, point to it on the blackboard. Another useful exercise would be for pupils to close their books with finger in at the lesson for ready reference; the teacher then gives the English successively of Latin forms and requires the Latin.

8. 64. Show that questions asked in the second person singular require to be answered in the first person singular ; those asked in the second person plural require to be answered in the first person plural.

9. 64, 5. See M. II. 8. .

#### LESSON IV

Review Lesson III.

1. E. 12 ; 13 ; 24, 2, and *a*.

2. 65. Have paradigm of 53 reviewed. Write on the blackboard examples of English nouns in the possessive singular and plural, taking examples from 66. Familiarize the pupils with the term "possession."

3. 66. Caution pupils to pronounce *fēmina*, *filia*, *rēgina*, *liberō*, with the first syllable long.

4. 66. Have pupils give the meaning of each verb-form : *dēlectō*, *I delight* ; *dēlectāre*, *to delight*.

5. 67. The difference between the simple subject and the subject with modifiers may be pointed out.

6. 70. See M. III. 8.

#### LESSON V

Review Lesson IV.

1. E. 5.

2. 71. See M. III. 3 and 4, and M. 13 and 14.

3. 72. Caution pupils not to pronounce the Latin name *Cornēlia* like the English. Call for the rule of accent on *advena* and *incola*.

4. 72. If there is time, send pupils to the blackboard and have each write the table of personal endings. Give them the stems of different verbs, some of *ā*-verbs, others of *ē*-verbs, to prefix.

5. 73, I. See M. III. 7.

6. 73, II. 3. Begin with *puellāsne* or *docentne*.
7. 74, 2. Ask for general rule of gender governing these words.
8. 75, 3. See M. II. 8.

## LESSON VI

Review Lesson V.

1. E. 2, *c*; 6; 14, note; 16.
2. 76. Have pupils recall the cases they have had and the English equivalents. Then take up the dative and ablative in the same way. Probably renewed drill will be necessary on the terminations and then on the paradigm of *hasta*.
3. 77. These words require a caution to pupils on pronunciation: *fābula*, *īnsula*, *mōnstrō*, *rosa*. The first three are likely to be pronounced as if the first syllable were short, and the last as if *s* were *z*.
4. 79. The note is very important. It is a great practical convenience to distinguish by one word, *metaphrase*, the word-for-word rendering from what alone ought to be called *translation*, that is, giving the meaning in perfect English.
5. 82, I. Explain that the case of *dominae* (1), *nautae* and *feminae* (8), whether genitive singular, dative singular or nominative plural, is to be determined solely by the sense of the sentence.
6. 82, I. 7. *in aquā*: *on the water*.
7. 82, I. 11 and 82, II. 10. See 53, foot-note 2.
8. 82, II. 1-8. Explain that these groups of words are *phrases*, not *sentences*.
9. 82, II. 9 and 10. *Woman* and *daughters* may not be recognized by pupils as indirect objects. Refer pupils to model sentence in 78.
10. 82, II. 12. Begin with *habitantne* or *in īnsulāne*.



## LESSON VII

Review Lesson VI.

1. The statement that "the stem ends in o" will not be of immediate practical value.

2. 84. Here the bases are *hort-*, *dōn-*. Refer to 53, *b*. Ask for the bases of words in 86.

3. 84, *a*. Ask what case in English answers to the Latin vocative. *Answer*. Nominative of address.

4. 84, *c* and *d*. As these remarks are not applied in this lesson, the learning of them may be deferred.

5. 88, I. 5. *dominōrum* limits *equī*.

6. 88, I. 6. Pupils should translate in two ways: *Marcus tells a story to his friend*, and *Marcus tells his friend a story*. Also in 7. Of course pupils may translate *amicō*, *a friend*, and (in 7) *amicīs*, *friends*; but it will be well to explain that, in Latin, words for *his*, *hers*, *their*, *my*, *your*, etc., are very often omitted when the meaning is clear without them. See 110, 2; 144, 1 and 2; 230, *b*.

7. 88, I. 9. *equīs*: *for the horses*; *to the horses* would be *ad equōs*.

8. 88, II. 5. Let pupils compare with 6 and 7 above.

## LESSON VIII

Review Lesson VII.

1. E. 3; 22, note.

2. 94. Caution on pronunciation of the first syllable of *māgnus*. Also caution pupils against the pronunciation of *es* and *est* as if the *e* were long. Call attention to *oppidānus* as derived from *oppidum*.

3. 95, I. 6. A not uncommon order in Latin to emphasize the object.



4. 95, I. 7. *nōn* is usually put before the verb, unless it modifies some particular word, in which case it immediately precedes the modified word.

5. 95, II. 4. Compare the indirect object *slave* with 88, I. 6 and 7.

6. 95, II. 6. Words in parentheses are not to be expressed in Latin. It would, of course, be correct to say *tuae* here; but *tuus* first occurs in 97. See M. VII. 6.

### LESSON IX

Review Lesson VIII.

1. E. 15, *a* and *b*.

2. 96. Pupils may be told that *sum*, *sumus*, and *sunt* have each lost an initial *e* and that *es* (2d sing.) has no personal ending, being the verb-stem itself. See M. III. 2.

3. 96. Have the paradigm recited English-Latin, as well as Latin-English: *I am*, *sum*; *you are*, *es*, etc.

4. 97. Compare *inimicus* with *amicus*.

5. 102, I. 4. On *estne*, see M. VIII. 2; show pupils that *-ne* is not necessarily, though very often, joined to the first word of a sentence.

6. 102, I. 8. Observe that *nōn* modifies *grātum* and see M. VIII. 4.

7. 102, I. 13. *clārō in caelō*: notice the order. When a noun is governed by a monosyllabic preposition, as *caelō* by *in*, and has an adjective agreeing with it, the order is very frequently adjective, preposition, noun.

8. 102, II. 6. See 61, *a*. It would be an error to translate "you are" in this sentence by *estis*, because *one* person is addressed; hence say *es*.

## LESSON X

## Review Lesson IX.

1. 103. Show pupils by reference to 84 and 91 that they have nothing new to learn in the paradigms except the nominative. We advise teachers not to have the adjective learned across, except in the nominative, but instead, column by column. Pupils meet with an adjective always attached to a noun of one gender, not all genders. If they turn English into Latin it is the same; they must think of the inflection of the adjective in one gender, not in all genders. The sort of practice most helpful in translating both ways is that of 103, *b*.

2. 105. Caution on the pronunciation of the first syllable of *filius*, *liber*, and *miser*. On *Duilius* and *filius* refer to 84, *c* and *d*, and have them learned. Have pupils commit to memory the four adjectives that keep the *e* in declension. Explain that *liberī*, *children*, is really the nominative plural masculine of *liber* used as a noun. For *child* (sing.) one may say *puer*, *puella*, *filius*, *filia*.

3. 106, I. 1. If a pupil should translate "the sons of the men's children," he may be reminded that the use of judgment and common sense is necessary in translating.

4. 106, I. 1. As learners confound the genitive singular and the nominative plural of nouns in *-ius*, call attention to *filī* and *filiī*; also to *nūntī* and *nūntiī*.

5. 106, I. 6. Call attention to the vocative *cāre*.

6. 106, I. 4 and 9. See M. IX. 7.

7. 106, II. 5. See M. VIII. 6.

8. 107, 5. See M. VII. 6.

9. As there is no new principle of syntax in this lesson, it might be well to ask some questions in analysis and the parts of speech.

## LESSON XI

Review Lesson X.

1. 108. Show pupils again that they have almost nothing new to learn in the paradigms, but none the less do not remit practice on the forms.

2. 109. *liber* is likely to be mispronounced.

If your class has studied French it will be interesting to call attention to the more obvious French derivatives of words in the vocabularies; e.g., *magister*, *maître*.

3. 110, 2. Observe that, as the meaning is evident without *meum* in agreement with *amicum*, *meum* is not expressed in Latin. See M. VII. 6.

4. 110, *a* and 111, *a*. An appositive is merely descriptive or explanatory of another noun; a predicate noun explains or describes another noun, usually the subject, and also completes the meaning of the verb.

5. Pupils should observe and imitate the punctuation of the appositive in English.

6. 112, I. 13. On *nōn*, see M. VIII. 4.

7. 112, II. 6. This sentence may be translated into Latin in the order of the English.

## LESSON XII

Review Lesson XI.

1. E. 32; 33.

2. 114. See M. VI. 4.

3. 118, I. 5. Do not allow *esne* to be pronounced *ēsne*.

4. 118, I. Sentences 8 and 9, also 10 and 11, are intended to show the exact equivalence of the two forms of expression.

5. 118, II. 10, 11. Require to be translated in two ways.

6. 120, 1 and 5. On *Duili*, see 84, *c* and *d*.

7. 120, 3. Require both question and answer to be turned into equivalent Latin with *habeo*.

8. Have imperfect and future of the verb *be* written on the blackboard and call attention to the distinction in use between *was* and *were*, *shall be* and *will be* in the different persons and numbers.

### LESSON XIII

Review Lesson XII.

1. E. 33; 34, *b*.

2. Have the personal endings reviewed and call attention to the personal ending *-m*. Require the meanings *did love* and *loved* to be given in the inflection.

3. 122. *gladius*: see 84, *c*, and, on *Mercu/rī*, 84, *d*. Compare *aureus* with *aurum*.

4. 125, I. 12. *nūntius*: refer to 98 and 98, *a*.

5. 125, II. 7. *Your* could be left untranslated. See M. VII. 6.

### LESSON XIV

Review Lesson XIII.

1. E. 4, *a* and *b*; 6; 33.

2. 127. Caution pupils not to confound *ager*, *field*, and *aeger*, *sick*.

3. 127. On *in*, refer to its uses with the ablative in 82, I. 6, 7, and 9; 83, 2; and 88, I. 8. The meanings with the ablative and accusative must be sharply distinguished; the former denotes mere position, the latter implies motion.

4. 127. Caution pupils to pronounce *labōrō* with the accent on the second syllable.

5. 128, 2 and 3. Also *very zealously*.

6. 130, I. 5. Refer to 115.

7. See M. 15.

## LESSON XV

Review Lesson XIV.

1. E. 33, *a*; 34, *a*.
2. 132. See M. III. 3.
3. 132, paradigm. Call attention to the translation of the third person, where *have* is changed to *has*, the only change in the English verb in this tense.
4. 134, l. 2. *Rōmānōs* may be called a predicate accusative, completing the predicate and referring to the object.
5. 134, l. 4. *superābant*: in translating supply *them*, which is necessary in English, but not in Latin.
6. 134, l. 6. *māgnā cum audāciā* may be rendered *very boldly*.
7. 134. Pupils may be asked to find in the reading lesson illustrations of predicate nominative (99), appositive (111), dative with adjective (116), ablative of means (124), ablative of manner (129).

## LESSON XVI

Review Lesson XV.

1. E. 33, *a*.
2. 136, *b*. Pupils will have to repeat the principal parts many times to be sure of them.
3. 137, I. 1-5. This part of the exercise may be much increased by the teacher.
4. Require 7 to be changed to an equivalent, using a form of *habēō*.
5. 137, II. 5, 6, and 7. Let pupils compare 128.

## LESSON XVII

Review Lesson XVI.

1. E. 2, *d*; 3, *c*.
2. 138. The teacher may not deem it advisable to have is learned across. See M. X. 1.



3. 138, note. Much practice on the part of pupils will be needed in giving the dative singular of *is* with nouns, and also the ablative, as *eō* is so often mistaken for a dative.

4. 141, I. 1. Call for the full declension of *id scūtum*, *is gladius*, *ea fābula*.

5. 141, I. 4. May be translated *of these gardens* or *of their gardens*.

6. 141, I. 7. *nōn*: see M. VIII. 4.

7. 141, I. 8. Possibly the learner may at first take *ēius* as a pronoun limiting *dominus*. Here, as always when translating, he needs to have his wits about him.

8. 141, I. 10. Call attention to two ways of translating the indirect object.

9. 141, II. 2, second part. Ablative of *means*; no preposition.

10. 141, II. 4. *fortūna eōrum* or *eārum*.

11. 141, II. 8. See M. VII. 6.

## LESSON XVIII

Review Lesson XVII.

1. E. 2, *c*; 3, *c*.

2. 142. See M. X. 1, second sentence.

3. 143, note. The masculine alone, for example, might have all the meanings.

4. 144, 1 and 2. It would, of course, be correct to have *suam* inserted agreeing with *patriam*, but it is not necessary. See M. VII. 6.

5. 145, I. 4. As the sentence stands, one must translate *does not love children*; *her own children* would require *suos* inserted. See 230, *b*.

6. 145, II. 2. Call attention to *whose* = *of whom*, as a meaning of the genitive.



7. 145, II. 6. Caution against translating *with* by *cum*, unless it denotes manner or accompaniment.

8. 146, 2. *vocāvit*, *he called* or *named*, a completed act; *amābant*, *they loved*, *they were loving*, not that the act was completed and done with, but that it was continued.

9. If time allows, have the interrogative declined with nouns.

### LESSON XIX

Review Lesson XVIII.

1. 147, c. This suggestion ought to prove helpful. Experience shows that the future of the third conjugation is soon forgotten. If the pupil can accustom himself to think that, except in the first person, the forms are like the present of *moneō*, he will less often go wrong.

2. 149, I. 13. *agricolae* may be genitive or dative; which is more likely? Call attention to the explanation of the cut (p. 57) in the list of illustrations (p. xiii).

3. 149, I. 14. *amicis*: *for their friends*; *to their friends* would be *ad amicōs*.

4. 149, II. For the sake of practice the teacher may require the use of both perfect and imperfect.

### LESSON XX

Review Lesson XIX.

1. 150. If there is time, call for inflections to illustrate 7, 8, and 9.

2. 151, I. 7. See M. XVII. 5.

3. 151, II. 3. *Our* may be expressed in Latin or omitted.

4. 151, II. 4. On two ways of translating, see 128, a.

5. 151, II. 5. Pupils may need to be reminded that *does* .  
*buy* is one of the equivalents of the Latin present. See M. XVIII. 7.

6. 152, l. 1. *meus* may be understood with *amicus*.
7. 152, l. 2. *quō* is masculine, not neuter.
8. 152, l. 3. *filiō*, *puerō*: refer to 111.
9. 152, l. 11. *miserrimum*: see Grammar of Allen and Greenough, 240, *d*.
10. Words of reading lessons are sometimes not kept up in the exercises; the teacher should therefore have the vocabularies of reading lessons reviewed, and the reading lessons re-read.

## LESSON XXI

Review Lesson XX.

1. 154. Insist on the learning of the terminations.
2. 154, *b*. Pupils should be trained to make the declension of nouns according to the suggestions, that is, they must find the stem and add the terminations, instead of trying to find a model to follow in any particular instance.
3. 155. Compare *dux* with *dūcō*, *rēx* with *regō*, *virtūs* with *vir*, and *eques* with *equus*.
4. 155. Caution pupils about the pronunciation of both syllables of *ēquēs*, *mīlēs*, *pēdēs*.
5. 155. Pupils, when called on to give a Latin noun, should add the genitive and the gender. This is especially important in the third declension. Refer to M. 26, 1.
6. 156, I. 4. Supply *their* with *rēge*.
7. 156, II. 4. See M. XVIII. 7.

## LESSON XXII

Review Lesson XXI.

1. 158, *a*. Call attention to the meanings of *in* with the accusative: *into*, *upon*, and (in 162, I. 11) *within*. Explain that *in* is followed by the accusative after a verb of motion; otherwise by the ablative.

2. 159 and 160. With names of towns the accusative and ablative are used without a preposition. See 196 and 197.

3. 161. Observe that *ab*, *dē*, and *ex* all mean *from*. Strictly *dē* means *down from*, *ex*, *forth from*, while *ab* means *away from* (*the border, the limit, the surface*). In actual use these distinctions are not always observed.

4. 161. Compare *pēs* with *pedes*, *dīmittō* with *mittō*, and *fugiō* with *fugō*.

5. 162, I. 12. Ask how this sentence would be written in Latin if *habeō* were used.

### LESSON XXIII

Review Lesson XXII.

1. 163. Pupils should observe that the terminations are the same as for nouns of 154. The distinction of mute and liquid is not important, and these paradigms are given chiefly in deference to usage. Obviously, if the directions of 154, *b* are followed, the learner can decline liquid as well as mute stems.

2. 164, *a*. Strictly speaking, *because of* and *on account of* are prepositional phrases.

3. 166. Compare *laus* with *laudō*, *pater* with *patria*, and *volnus* with *volnerō*.

4. 167, I. 2. Call attention to the comma here as indicating the vocative. See examples in 58, I. 8; 64, 5; 107, 3.

5. 167, I. 3. *volnera sunt*: *the wounds are*, or *there are wounds*. Supply *your* in translating *pedibus*.

6. 167, I. 7. Call attention to the appositives to the unexpressed subject of the verb.

## LESSON XXIV

Review Lesson XXIII.

1. 169. Show pupils that *-is* is a mark of the genitive singular, *-is* of the accusative plural.

2. 169, *c*. Have these words committed to memory, as being the common ones that have the ablative in both *ī* and *e*.

3. 172, I. 2. *ā*, *away from*, might have been used in place of *ē*, meaning *out of*.

4. 172, I. 4. When an adjective and a genitive limit the same noun, the order often is adjective, genitive, noun.

5. 172, I. 5. *terrā marique*: an exception to 81.

6. 172, II. 1. *head to foot*: Latin idiom, *head to feet*.

7. 172, II. 4, last part. Either *ā*, *dē*, or *ex*.

8. 172, II. 5, last part. *Their* is to be expressed by *eōrum* or not at all. In 3 above, the only way to express *their* would be by *suōs*, which would be equal to *their own*. See 230, *b*.

9. 172, II. 6. *at*: another sign of the ablative of *cause*.

## LESSON XXV

Review Lesson XXIV.

1. E. 1, *c* and *e*.

2. 173-175. Have these rules memorized now.

3. 174, 1. Observe that this rule is an exception to 173.

4. 176. Have pupils review these words with reference to meaning.

5. 176. Have 170 reviewed. On *avis*, *nāvis*, *cīvis*, *finis*, *ignis*, refer again to 169, *c*.

6. 177. Compare *terror* with *terreō*.

## LESSON XXVI

Review Lesson XXV.

1. If the review seems hard, have this prepared the first day, then assist with reading at sight. In any case, unless pupils are already accustomed to using a vocabulary in connection with some easy reading book, like *The New Gradatim*, go over this reading lesson and assist them in looking up new words in the vocabulary, in preparation for the next lesson. See M. 25.

2. 179, l. 2. Call attention to the fact that **Rōmam** is in apposition with **urbem**, but that we translate, *the city of Rome*.

3. 179, l. 4. **dēfendit**: the form is the same in the perfect and present; here it is a present. Call attention to the other "historical" presents in this lesson.

4. 179, l. 4. **prō**: see 134, l. 4.

5. 179, l. 8. **Tiberim**: see 169, c.

6. 181, 2. **eī**: refer to 115.

7. 181, 3. **virtūte**: refer to 165.

8. 181, 5. **hostis**: see M. XXIV. 1.

## LESSON XXVII

Review Lesson XXVI.

1. 182. It is better to have the adjective declined by column, rather than across. See M. X. 1.

2. 183, l. 1. Call attention to the difference in spelling and pronouncing the Latin and English of the first three words. Latin proper names that have a recognized standing in English should be pronounced in translation as English words.

3. 183, l. 2. To obviate the pronunciation **Caesa'-rem**, have the class say together **Cae'sa-rem** three or four times.



4. 183, l. 4. *omnīs*: see M. XXIV. 1.

5. 183, l. 8. *populī Rōmānī*: this is always the order of these words.

6. 184. *cōstantia* will be mispronounced from its resemblance to *constancy*. Compare *fortis* with *fortitūdō*, *labor* with *labōrō*, and *cūrō* with *cūra*.

### LESSON XXVIII

Review Lesson XXVII.

1. 186. Remember that all such exercises on forms may be extended indefinitely, as time allows.

2. 189. Compare *lūx* with *lūceō*.

3. 190, I. 3. *primā lūce*: *at daybreak*.

4. 190, I. 4 and 5. See M. XXIV. 4.

5. 190, II. 2. Roman people. See 183, last line, and M. XXVII. 5.

### LESSON XXIX

Review Lesson XXVIII.

1. E. 33, *a*.

2. 192. Be careful not to accept *shall have* in the second and third persons. But note that in the interrogative form (see 193, I. 14) the rule is reversed in the second person; e.g., "At what time shall you have taken?"

3. 193, I. 10. *virtūte*: refer to 165.

4. 193, I. 13. *māgnā cum virtūte*: *very bravely*.

5. 193, II. 8. *held . . . in check*: see 180.

### LESSON XXX

Review Lesson XXIX.

1. 195, *b*. These words, with their meanings, should be committed to memory.

2. 198. Oblique cases of *Hannibal* will be mispronounced.

3. 198. *iaceō*: see Lessons, p. 75, foot-note.



## LESSON XXXI

Review Lesson XXX.

Review Vocabularies 180, 184, 189.

1. E. 2; 2, *d*; 3; 3, *c*; 18.

2. 200. It may be well to tell pupils that the *c* of *hīc* is the remnant of *-ce*, added for emphasis. Without this the dative singular would end, as the dative singular of *ille* does, like nouns of the third declension, in *-ī*. Call attention to the form *haec* as the only variation in the plural from the plural of *bonus*. Give combinations that will require the genitive and dative singular of *hīc* and *ille* with a noun: *of this night; for that year*, etc. If time allows, call for the declension of *hīc* and *ille* with nouns that have lately occurred, as suggested in 140, *e*.

3. 202, l. 1. *illā*: 201, *d*.

4. 202, l. 4. *illōs . . . hōs*: *the former . . . the latter*.

5. 202, l. 9. *dūxit*: the subject is the same as in the preceding sentence.

6. 203. *bis*: call attention to *biscuit*, something *twice cooked*.

7. 203. *fēliciter*: call for the primitive.

8. 204, 5. *home*: 196, 3.

## LESSON XXXII

Review Lesson XXXI.

1. E. 28.

2. 206, I. Call for the corresponding forms of *laudō* and *doceō*.

3. 206, II. It would be well to have this exercise written on the blackboard, and then to call for retranslation into English, skipping from one sentence to another.

4. 209, I. 3. *sustinēbunt*: occurs in 180. *Britannōs*: with *hōs omnīs*.

5. 209, I and II. If time allows, require sentences in the active to be turned into the passive, and *vice versa*.

### LESSON XXXIII

Review Lesson XXXII.

1. E. 2, *b*; 19; 20.

2. 214. Derivatives from words in this vocabulary will readily suggest themselves.

3. 215, I. 4. *volnere*: refer to 165.

4. 215, I. 7. *urbem servāvērunt ingentem*: a not uncommon order.

5. 215, II. 2. *Zama*: purposely not given in the vocabulary, as pupils can hardly go wrong.

6. 215, II. 3. *by*: caution pupils in advance not to use *ā*; refer to 123 and 124.

### LESSON XXXIV

Review Lesson XXXIII.

Review Vocabularies 198, 203, 214.

1. 217, II. See M. XXXII. 3.

2. 218. Call attention to *castra* as a plural with a singular meaning, but taking a plural verb. Ask for derivatives of *īra*, *pāx* (*pacify*), etc.

3. 219, 8. *ab eō*: *by him*, not *from him*.

### LESSON XXXV

Review Lesson XXXIV.

1. E. 2, *a*; 2, *d*.

2. 223. Compare *culpa* and *culpō*, and call for derivatives from the first two and the last two words of the

vocabulary. Give a caution on the spelling of the derivative *epistolary*.

3. 224, I. 3. *scribitur*: *it is written*.

4. 224, II. 3. *miserable*: the pupil will have no difficulty in understanding that *miser* is meant.

### LESSON XXXVI

Review Lesson XXXV.

1. E. 19.

2. 226, II. See M. XXXII. 3.

3. 227, I. 1. *Rōmae*: refer to 111. Call for a metaphor of the first sentence.

4. 228. *aedificium*: compare *aedificō*, 127. On *clāmō*, compare *clamor* and *exclaim*.

### LESSON XXXVII

Review Lesson XXXVI.

Review Vocabularies 218, 223, 228.

1. 230, I. *cūrā*: refer to 165.

2. 233. Compare *dēfēnsor* with *dēfendō*, 180. Pupils will think of *pecuniary* as a derivative of *pecūnia*, but perhaps not of *impecunious*.

3. 234, I. 7 and 10. *dōnīs*, *aquā*: call attention to the translation of these ablatives of separation.

### LESSON XXXVIII

Review Lesson XXXVII.

1. E. 34.

2. 235. It will be well to illustrate on the blackboard in advance of assignment.

3. 237. Call for four derivatives from *antīquus*. Compare *arx* with *arceō*, 233.

## LESSON XXXIX

Review Lesson XXXVIII.

1. See M. 27.
2. 240, l. 1. *ille: the former.* Refer to 201, b.
3. 240, l. 2. *reportāvit: in 148. — hic: the latter.*
4. 240, l. 8. *praebuilt: in 184.*
5. From the different spelling, pupils may not think of *jury* from *iūrō*.

## LESSON XL

Review Lesson XXXIX.

Review Vocabularies 233, 237, 241.

1. 242. Call attention to the quantity of *-us* in the genitive singular and nominative and accusative plural.

2. 244. Compare *cantus* with *cantō* (62); *civitās* with *civīs* (171); *ōrnāmentum* with *ōrnō* (66). Call attention to *cornucopia* (237), *chanticleer*, from *cantō* (62) and *clārus* (94), through the French *chanter* and *clair*.

3. 245, I. 7. *quercūs*: call attention to the long *u*.

4. 245, II. 1. *with*: refer to 124.

5. 245, II. 2. *among*: in 180.

6. 245, II. 4 and 5. Call attention to the two different ways of expressing *by* in Latin.

## LESSON XLI

Review Lesson XL.

1. E. 26 and *a*.

2. 248. Call attention to the ablative singular in *ī* and the accusative plural in *-īs*, which are unusual in a word not an *i*-stem.

3. 251. Some pupils will make the mistake of thinking *iterate* is a derivative of *iter*, instead of *iterum*, *again*. Some will not think of *itinerary*. Remind pupils of the name *Albion*, applied to England, from its white chalk cliffs.

4. 252, I. 3. *cōpiae*: recall to pupils the difference between the singular and plural in meaning (237).

## LESSON XLII

Review Lesson XLI.

1. 256, 3. *novī*: the genitive of the neuter, *novum*.
2. 258. Perhaps *aërate*, *aëronaut*, and *lenient* would not be thought of as derivatives of *aër* and *lēnis*.
3. 259, I. 2. *primā lūce*: refer to 190, I. 3.
4. 259, I. 8. Require first a metaphorise: *of him the end of life = the end of his life*.

## LESSON XLIII

Review Lesson XLII.

Review Vocabularies 244, 251, 258.

1. 265. *Īnferus* gives us *inferior*, and indirectly *infernal*. *Mendacity* and *sapient* may not be thought of by pupils as derivatives. Compare *pigritia* with *piger* (109) and *impiger* (203).

## LESSON XLIV

Review Lesson XLIII.

1. E. 26 and *a*.
2. 269. *amplus* with *fīō* gives us *amplify*.
3. Call attention to the different meaning of our *arbor*; but in *arboretum* there is a return to the proper idea of *arbor*.

## LESSON XLV

Review Lesson XLIV.

1. See M. 27. Personal pronouns may well be reviewed.
2. 271, l. 2. *laetus*: best translated as an adverb.
3. 271, l. 9. *Graecā*: *linguā* understood.



## LESSON XLVI

Review Lesson XLV.

Review Vocabularies 265, 269, 273.

1. Call for the declension of *diēs pulcher*, *beautiful day*; and *aciēs longa*, *long battle line*.

2. 279. Compare *fidēs* and *fidēlis* (251). Call attention to the different meaning of our *impetus* and the Latin *impetus*; also our *instruct* and the Latin *instructus*; *mille* and *annus* (189) give us *millenium*. Call attention to such names of English towns as Lancaster and Dorchester, originally so named as sites of Roman camps.

3. 280, I. 3. *vīsī*: principal parts in 136, *b*.

4. 280, I. 10. *caruērunt*: in 233.

5. 280, II. 1. *about*: in 153.

## LESSON XLVII

Review Lesson XLVI.

1. E. 19 and note; 20 and *a, b, c*; 30 and note.

2. 281, 282. Call for the present subjunctive of other verbs, as *laudō*, *dēlēō*, *scribō*, *pūniō*.

3. 285. Have principal parts thoroughly learned.

## LESSON XLVIII

Review Lesson XLVII.

1. 287. Have unremitting practice on subjunctive forms, both review and advance, with different verbs.

2. 292, II. 5. *to carry*: refer to 283, *b*.

## LESSON XLIX

Review Lesson XLVIII.

Review Vocabularies 279, 285, 291.

1. 299. First call for the complete subjunctive of *rogō*, *videō*, *agō*, *sciō*.

2. 294, 296. Call attention to the fact that the subjunctive in indirect questions is translated like the indicative.

3. 299, I. 7. *num*: here used in a direct question. Translate *you don't walk on your hands, do you?*

4. 299, I. 12. *num*: here introducing an indirect question.

5. 299, II. 2. Caution against the use of the Latin infinitive.

### LESSON L

Review Lesson XLIX.

1. See M. 27.

2. 301. Compare *ācritēr* with *ācer* (182), *peditātus* with *pedes* (155), and *pūgna* with *pūgnō* (122). Compare *animus* with *animate*.

3. 302, 1. *on a hill*: *in* with the accusative or with the ablative.

4. 302, 3. *yours*: not *tuus*, of course (229, note).

### LESSON LI

Review Lesson L.

1. Call for the declension of *ūnus mīles*; *trēs gladii*; *duae nāvēs*.

2. 308, I. 2. *portubus*: refer to 242, *a*.

3. 308, I. 8. *manibus*: refer to 243, *a*.

4. 308, I. 17. *sint*: refer to 294 and 295.

5. 308, II. 6: refer to 305, *f*.

6. 308, II. 7. *to aid*: refer to 283, *b*.

### LESSON LII

Review Lesson LI.

1. 310. Call attention to the spelling of *February*; *gēns* gives us *gentile* and *genteel*. Contrast *dexter* and *sinister*.

2. 311, I. 2. Some pupils will translate *ninth steps*, instead of *of the ninth step*.

3. 311, I. 5. Tell the class that the Roman year began with March.

4. 311, I. 8. *conlocāvit*: so generally in Latin a verb common to two members of a sentence is expressed with the last only; the reverse is true in English.

5. 311, I. 9. *tenuerint*: refer to 294 and 295.

6. 311, II. 1. *from the country*: refer to 196, 3.

7. 311, II. 8. Refer to 292, I. 3; 196; 278.

### LESSON LIII

Review Lesson LII.

1. 312. Have the class pronounce *uter'que*, *u'traque*, *utrum'que*.

2. 313. Explain that *alius . . . alius* is strictly *another . . . another*.

3. 314. The Exercises are somewhat difficult, and it may be well for the teacher to go through them with the class in advance.

4. 314, I. 2. Metaphrase, *others said other things* = *some said some things, others, others*.

5. 314, II. 2. *which . . . boys, uter puer*. Similarly in 5.

6. 315, I. 3. First word *fuit*: refer to 311, I. 8 for a similar example, and see M. LII. 4.

7. 315, I. 3. *ille . . . hic*: refer to 201, b.

### LESSON LIV

Review Lesson LIII.

Review Vocabularies 298, 301, 310.

1. 316. Call for infinitives of other verbs.

2. 317, 4. Some explanation of the agreement of the participle may be needed. Compare the agreement of the

participle with the subject in the compound tenses, which the pupils have already had.

3. 319. *Debt* and *legible* are interesting derivatives.

4. 320, II. 7. *ought to have been seen*, *dēbuit vidēri*.

### LESSON LV

Review Lesson LIV.

1. 327. Compare *divitiae* with *dīves* (319) and remind pupils that in the New Testament parable the rich man is commonly spoken of as "Dives." Compare *frīgus* with *frīgīdus* (258); *spērō* with *spēs* (279).

2. 328. Before taking up these exercises call for all infinitive forms of the verbs that occur.

3. 328, I. Call for a metaphrase of the sentences containing infinitive forms.

4. 328, I. 6. *cantātūrās esse*: recall to pupils the future infinitive, 316, *a*.

### LESSON LVI

Review Lesson LV.

1. E. 2, *d*.

2. 331, 4. Show that *sē* might be rendered emphatic by joining *ipsum* to it.

3. 332. Compare *difficultās* with *difficilis* (254); *ōrātiō* with *ōrātor* (265).

4. 333, I. 8. *meī*: some pupils will mistake this for a genitive of *ego*.

5. 333, I. 9. *eōdem voltū*: refer to 307.

6. 333, I. 11. *dē sē ipsō*: explain that *ipsō* gives an emphasis to *sē* which would be indicated in translation orally by the voice.

7. 333, II. 2. *my*: refer to 229.

## LESSON LVII

Review Lesson LVI.

1. E. 2, *f*.
2. 335. Ask for the meanings of these pronouns in the neuter.
3. 335. Pupils may ask the difference between *aliquis* and *quisquam*. The latter is used in general only after a negative, as p. 133, l. 3, and is emphatic.
4. 336, l. 10. *gesta*: in 184.

## LESSON LVIII

Review Lesson LVII.

1. E. 31 and *a*.
2. 339. Call attention to the identity in form of the first column of passive imperatives with active infinitives.
3. 339, *a*. Imperative futures are of comparatively infrequent occurrence, hence are not required to be learned.
4. 342. In *memoriā teneō*, *memoriā* may be considered the ablative of means.
5. 342. The meaning of *tangent* might be explained. Pupils may not think of *contact* as related to *tāctus*.
6. 343, II. 1. *Something new*: refer to *quidquam certī*, 336, l. 7.
7. 343, II. 3. *it*: refer to 139.
8. 343, II. 6. *even*: refer to 331, *c*.

## LESSON LIX

Review Lesson LVIII.

1. 344. The teacher may explain that the *t* of *pot-* (*potis*) is changed to *s* before *s*, and the *f* of *fuī*, etc., is dropped.



2. 347, *a*. Refer pupils to 350, ll. 1 and 5; also on *absum* to ll. 3 and 4, where the common construction is illustrated.

3. 350, l. 6. *multum*: here an adverb.

4. 350. Ask pupils to point out an illustration of 349.

### LESSON LX

Review Lesson LIX.

1. E. 34 and *a* and *b*.

2. 352. In this lesson only present and perfect participles are treated.

3. 354. *Venom* is a sufficiently obvious derivative from *vēnēnum*. *Vicinus* occurred as a noun in 135.

4. 355 and 356, I. It would conduce to accuracy if all sentences containing participles were first paraphrased before being translated.

5. 355, l. 3. Perhaps the first instance so far in the Latin exercises in which the purpose clause has preceded the main clause.

6. 355, l. 10. *num*: not used as defined in 273, but as in 298.

7. 356, I. 4. *cūrae*: refer to 349.

8. 356, II. 1. *do not*: refer to 340.

9. 356, II. 7. *was glad*: refer to 322 and 325.

### LESSON LXI

Review Lesson LX.

1. 357, *b*. It may be well to give pupils an example of a noun and an adjective in the ablative absolute, as *caelō serēnō*, *the sky being clear (under a clear sky)*.

2. 358, *a*. Properly speaking, the literal rendering of the ablative absolute should be called a paraphrase, rather than a translation. In a great majority of cases it will be found

best to translate either by a clause or by a phrase beginning with a preposition.

3. 359. Compare **pecus** with **pecūnia** (72) and explain how, before coined money was much used, cattle served as the principal medium of trade or standard of value.

4. 360, I. The proper translation of the ablative absolute shows how little the English is accustomed to use the participle in comparison with the Latin.

5. 360, I. 12. Call for the rules for the three datives.

6. 360, I. 14. This ablative absolute may be translated in six ways.

7. 360, II. 1. *Much* : refer to 267.

## LESSON LXII

Review Lesson LXI.

1. 363. Compare **coniūnx** with *conjugal*; **cupidus** with *Cupid*; and **augeō** with *augment*.

2. 363. Caution pupils not to confound the plural of **vīs** with that of **vir**; they must look sharply at the ending.

3. 363. Call attention to the curious fact that we have adopted **vim** as an English word.

4. 364, I. 7. **ēducandōs** : used like **servandum** in 362, 1.

5. 364, II. The first five and the first part of the eighth are to be cast mentally into passive forms before turning into Latin : *of the town to be seen* ; *for a line of battle to be drawn up*, etc.

## LESSON LXIII

Review Lesson LXII.

1. 365. Pupils may be told that the nominative is supplied by the infinitive : **vidēre est crēdere**, *seeing is believing*.

2. 368. Compare **amor** with **amō**; **deus** with **dea**; **ōrō** with **ōrātor** (265). Pupils may be able to guess the two

parts of *artificial*, and to think of *nominal* from *nōmen*. *coniciō* : pronounced *conyicio*; so of the other compounds of *iaciō*, *abyicio*, etc.

3. 369, I. 11. Might be *puerōrum ēducandōrum*, like 362, 2.

4. 369, I. 13. Might be *oppidī expūgnandī*.

5. 369, I. 15. Ask what might be substituted for *pīla* . . . *coniciendī*.

6. 369, II. 10. Call attention to the two accusatives after *doceō*.

#### LESSON LXIV

Review Lesson LXIII.

1. 375, I. 8. *num* : recall to pupils that this word suggests a negative answer : *a boy does not surpass a man in strength, does he?*

2. 375, II. 3. That is, *in the saying than in the doing*.

3. 375, II. 4. The supine is, of course, expected here, but other translations may be called for.

4. 376. Call attention to the imperfects as denoting customary action and refer to 132, b.

5. 376, l. 10. Ask what might be substituted for *exercituum dūcendōrum* and compare 367, 1.

#### LESSON LXV

Review Lesson LXIV.

1. 378. Probably it will be advisable to assign for one lesson only the review of *amō* and *moneō* and devote the entire period of recitation to practice according to the suggestions of this Manual under "Form Work," p. 4. No meanings should be given to subjunctive forms.

2. 379. The only forms of *dō* that have *ā* are *dās* and *dā*.

3. 381. Before assigning this to be worked out tell

pupils that *imposuit* comes from *impōnō*, *abiēcit* from *abiciō*, *effūsus* from *effundō*, and *gessit* from *gerō*.

4. 381, l. 4. *alveō* : refer to 347.

5. 381, l. 9. *ēducandōs* : refer to 362, 1.

### LESSON LXVI

1. The best division of the lesson may be at the end of 384, I.

2. 385, l. 3. *ā rapīnā* : call attention to the ablative with a preposition after a verb of separation ; refer to 232.

3. 385, l. 5. *esset* : call attention to the fact that the subjunctive of indirect question is commonly to be translated as an indicative.

### LESSON LXVII

1. If pupils have not mastered well the passive voice, this lesson may well be divided into two, the first recitation period being spent in practice on forms.

2. 388. Caution pupils against supposing that any verbs take the ablative because they are deponents.

3. 389. Compare *libertās* with *liber* and *liberō* ; *sapientia* with *sapiēns* ; *scriptor* with *scribō* ; and *ūsus* and *ūtor* with *ūtilis* (368).

### LESSON LXVIII

Review Lesson LXVII.

Review Vocabularies 363, 368, 389.

1. 393. Call attention of pupils to the fact that all the English equivalents of these verbs are transitive and so take a direct object.

2. 394. All forms of *mulier* should be pronounced to the class.

3. 395, I. 15. *sibi* : explain that it refers to *captivī*.

4. 395, II. 7. *them both* : *utrique*.

## LESSON LXIX

Review Lesson LXVIII.

1. 399. Compare **multitūdō** with **multus**.
2. 400, 5. **vēneris**: ask in what two tenses the form may be found and accordingly what two translations of the **cum**-clause are allowable.
3. 400, 6. Suggest to pupils that a **tamen** in the principal clause indicates that the **cum**-clause is concessive.
4. 401, l. 6. Here **cum** may be almost equally well rendered *when* or *since*.
5. 402, 2. The first clause may be rendered by the ablative absolute as well as by **cum**, etc. So in 3 and 4, but not in 1 and 5.

## LESSON LXX

Review Lesson LXIX.

1. 408. Compare **senātus** with **senex**.
2. 409, I. 6. Ask pupils to express **obsidibus datīs** by an equivalent clause, **sī obsidēs dentur**; some are likely to give **sī obsidēs darentur**, which would of course be wrong.
3. 409, II. 5. **-ne** may well be joined to **iussisset**.

## LESSON LXXI

Review Lesson LXX.

1. 410, 5. Besides the answer to be found in 357, c, the note on **haec cum dīxisset**, 411, l. 8, suggests another way.
2. 411, l. 4. **antepōnerētur**: *should be preferred*; the subjunctive in an indirect question is commonly to be translated as an indicative, but here the *idēa* is of future time.
3. 411, near the end. **in eam partem**: **in**, repeating the **in** of **inrumpit**, cannot be separately translated.
4. 412, I. *For position*: caution pupils to use **dē locō**, not the dative.



5. 412, 5. *Of proving his courage*: ask for two ways of rendering, by the gerund and the gerundive.

6. 412, 7. Call attention to the accusative and dative after *antepōnō*.

### LESSON LXXII

Review Vocabularies 399, 408, 413.

1. Probably the best division of the lesson will be at 415. There should be much practice on *eō* and *ferō*.

2. 417, l. 2. *veritus*: this participle is commonly to be translated as if present.

### LESSON LXXIII

Review Lesson LXXII.

1. 420. The relative word may be a relative adverb, for example, *ubi*.

2. 421. Compare *praesidium* and *subsidium* with *praesideō*, 408; the common root is *sed*, *sit*.

3. 421. *anteferō*: compare for meaning *antepōnō*, 413.

4. 422, l. 1. *There is sharp fighting*.

5. 422, l. 10. *ad mare*: see p. 161, note 1.

6. 423, l. 9. *uter utrī*: cf. *uter alterī*, 411, l. 3.

### LESSON LXXIV

Review Lesson LXXIII.

1. If pupils have not read many of the selections at the end of the book, a considerable amount of reading might be introduced before this and the following lesson are taken up.

2. 425. Point out that the periphrastic conjugation gives a form for a future subjunctive.

3. 427. Compare *cupidē* with *cupidus*; *diligentia* with *diligēns*; *morior* with *mors*.

## LESSON LXXV

Review Lesson LXXIV.

Review Vocabularies 421 and 427.

1. 430, 3. *is*: distinguished from the pronoun *is* by the quantity of the *i*.
2. 431, last line. Call attention to *terrā* in the sense of *in terrā*, and *marī* = *in marī*.
3. 432. Compare *hostilis* with *hostis*; *victor* with *vincō*.











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