

FIRST YEAR

LATIN

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LOYOLAPRESS.

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P R E F A C E

The book of exercises and readings here presented under the title *FIRST YEAR LATIN* is part of a complete and integrated four-year high-school Latin course and is to be used in conjunction with a companion volume, *LATIN GRAMMAR*, of the same series. In addition, workbooks to accompany *FIRST YEAR LATIN* and *SECOND YEAR LATIN* are available.

General intellectual values—not factual nor utilitarian—constitute the ultimate aim of this four-year course. The goals of linguistic training and humanistic insight are to be attained through mastery of the language itself and through the study of selected classics. The dominating objective of *FIRST YEAR LATIN* is a thorough mastery of forms, basic syntax, and vocabulary, as well as ability to read and translate simple sentences.

A few points of variance with many Latin series now in use might be noted. The author does not accept the principle that mastery should be subordinated to the presentation, especially in first year, of material interesting in itself and possessed of some utilitarian value. For a complete discussion of teaching for mastery the instructor should refer to the manual for the Henle Latin Series (first and second years). Such mastery implies habitual knowledge, lasting abilities, accuracy, sureness, and facility in use.

It is rather common practice in Latin textbooks to set down a limited vocabulary for mastery, but to employ many more words in the reading material. *FIRST YEAR LATIN* limits its vocabulary for use largely to its vocabulary for mastery, and this vocabulary, incidentally, is drawn largely from the Caesar readings that will be taken in second year.

The formal rather than the functional or direct method is favored in the learning of forms; that is, the paradigms are to be thoroughly memorized and then worked into active mastery by immediate and abundant exercise. The textbook provides gen-

erous exercises for private study and for class work, and the matter of one section is repeated in subsequent sections so that there is constant review. It is the teacher's responsibility to assign exercises that fit the needs of his particular class. Only those exercises marked "Essential" are required of all pupils.

It is common knowledge that first-year classes vary considerably in ability. Sufficient material to challenge the abilities of superior pupils is therefore included. Not every class, however, can be expected to complete the forty-two lessons in FIRST YEAR LATIN. Since this textbook is part of a four-year series, adequate provision has been made for classes that cover fewer lessons.

In all cases it is essential that pupils learn to the point of mastery the matter contained in Units One-Seven, or the first twenty-six lessons, in FIRST YEAR LATIN. The textbook for second year has been so constructed that, in addition to reviewing the essentials of first year, SECOND YEAR LATIN explains both new matter and topics that were introduced in Units Eight-Fourteen of FIRST YEAR LATIN. It is believed that all classes, no matter what their rate of learning may be, will find in this textbook a sufficient amount of matter to challenge their abilities and to prepare them adequately for the second year of Latin.

The LATIN PROGRESS TESTS (for first year and second year) may be used either as workbooks or for testing the mastery of pupils. They are objective, require little time, and are excellent for diagnosis and motivation.

The author gladly acknowledges his obligation to Mr. Henry A. Schaefer for the illustration on page 252; to Acme Newspictures, Incorporated, for the illustrations on pages 172 and 384; to G. Bell and Sons for the illustrations on pages 67 and 89; to The Bettmann Archive for the illustrations on pages 18, 26, 45, 106, 130, 152, 273, 379, 410, and 443; to *Compton's Source Materials* for the illustration on page 186, and to *Compton's Pictured Encyclopedia* for the illustration on page 189; to Ewing Galloway for the illustration on page 3; to International News Photos for the illustration on page 291; to the *Jesuit Bulletin* for the illustration on page 12; to Keystone View Company for

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The improvements made in the 1958 printing of LATIN GRAMMAR, FIRST YEAR LATIN, and SECOND YEAR LATIN will not be found to prevent the use of these books and earlier printings in the same classroom.

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INTRODUCTION

To the Student

You are now beginning the study of Latin and you will continue it for two or more years. You want to make a success of it just as you do when you take up golf or bridge or build an airplane or work on a job. If you make a success of it, you will come to like Latin and to enjoy reading the great books written in that language. Besides, Latin will give you many things. It will teach you how to work intelligently and systematically; it will teach you what language—man's most wonderful and useful invention—is; it will teach you to speak and write better. You will develop habits of concentration and correct thinking and many other habits which you will be able to appreciate only after you have acquired them.

You have perhaps heard that Latin is hard. We have tried to apply in this book the old Roman principle of war: *Divide et impera*—"Divide and conquer." We have presented Latin in a series of easy steps. If you study each step day by day, Latin will become easier and you will get to like it. But you **MUST** study right from the beginning. Your knowledge of Latin is just like a building. If you don't put down the foundation strongly and firmly, it will be very hard to keep the third story where it belongs.

Your success in Latin will depend on three things: (1) You must study each day's lesson carefully right from the start. (2) You must learn to review for yourself so you won't forget what you have already learned. A good method is to write out a series of questions on each lesson and go over these each night at home before beginning your new lesson. Don't just *look* at the answers or *read* them. Make yourself *recite* the answers and then check them in the book. Gradually, you will have so much to review that you won't be able to go over it all each day. Then do it by turns, one section today and another tomorrow. But whenever

you find you cannot answer one of your questions, mark it down and review it specially every day for a week or so. If you do this regularly, you will soon find that Latin gets easier, and when you come to the examination, you won't have a lot to learn and you won't have to worry a bit. You will find hints on studying vocabulary on page 8 of this book. (3) You must do the exercises carefully. Don't try to get help on an exercise until you are really stuck. **YOU LEARN BY WORKING OUT THE EXERCISES FOR YOURSELF**, just as you learn to swim by blundering about in the water, not by watching someone else set a world's record in the pool. **THE MORE EXERCISES YOU DO, THE MORE QUICKLY YOU WILL MASTER LATIN, AND THE EASIER IT WILL BE LATER ON.** If you really want to learn, you will read and translate more Latin than your teacher assigns.

When your exercises are corrected, be sure to **UNDERSTAND** the corrections. Always try to learn **WHY** a thing is right or wrong. This is the way to develop your mind and to get a firm grasp on what you are learning. In class, too, be sure to understand explanations; when you don't understand, ask questions.

When you study at home, go some place where you will not be disturbed by other people or distracted by the radio. You simply waste time by studying without paying close attention to what you are doing. You will learn **MORE** in **LESS** time if you really concentrate on your work. You have an exercise to do. When you sit down to do it, **DO IT**. Don't fiddle with your papers, don't look out the window. That exercise is a job to be done and you are the one to do it—**NOW**. In this way you will learn how to concentrate, and the power of concentration is **VITAL** to any success. Great lawyers, doctors, engineers, and all successful men need and have the power to concentrate.

UNIT ONE

INTRODUCTION

To the right is a picture of a Roman soldier.

1. *He* is stationed in Gaul.¹
2. *His* commander in chief is Caesar.
3. Caesar once praised *him* for his bravery in fighting against the Gauls.

If you look over these sentences, you will notice that the italicized words all **MEAN** the Roman soldier. However, they are all spelled in different ways—*he*, *his*, *him*. Why is this? Because in each sentence they have a **DIFFERENT WORK** to do, and the spelling is changed to show what work the words do.

In the first sentence *he* is the **SUBJECT**, the person about whom we are speaking. *He* is in the nominative case and has the spelling which is the sign of the **SUBJECT**.

In the second sentence *his* modifies *commander in chief* and tells us to whom the commander in chief belongs. *His* thus answers the question: Whose? We call this form, *his*, the possessive case because it expresses the possessor, the person to whom something belongs (e. g., *his* book, *his* house, *his* soul).

In the third sentence *him* is the object of the verb *praised*;



¹ Gaul was the ancient Roman name for that part of Europe which includes France, Belgium, Switzerland, and Germany west of the Rhine. See map, page 30. Northern Italy between the Alps and the river Po was called "Hither Gaul." Julius Caesar, the great Roman general (100-44 B. C.), brought most of Gaul under Roman control during the Gallic War (58-51 B. C.).

the action is done to *him*. This is the objective case, the case of the object.

If we were teaching a foreigner English and wanted to give him help in selecting the correct form of *he* for each sentence, we might line up all the different forms like this:

CASE	FORM	USE
Nominative	he	as subject
Possessive	his	to express the possessor
Objective	him	as object

This is called the DECLENSION of *he*. We have DECLINED the word *he*; that is, we have given in a simple, orderly way all its different spellings and uses.

Examine the declension of *he*. You will notice that one part of the word is the same in all forms: *h-*. This is called the STEM, the part which, in declension, REMAINS THE SAME. The last part of the word changes: *-e*, *-is*, *-im*; these letters are called the ENDINGS. They show what case the word is and what work it does in the sentence, whether it expresses the subject, the possessor, or the object.

If we were talking about TWO OR MORE soldiers, we would have to say *they*, *their*, *them*. This would be the PLURAL, which shows that the word means MORE THAN ONE. (When the word means a SINGLE ONE, it is SINGULAR. Thus *he* is singular.)

Our complete declension, in singular and plural, would look like this:

	CASE	FORM	USE
<i>Singular</i>	Nominative	h-e	as subject
	Possessive	h-is	to express the possessor
	Objective	h-im	as object
<i>Plural</i>	Nominative	th-ey	as subject
	Possessive	th-eir	to express the possessor
	Objective	th-em	as object

Our friend the foreigner would now have a guide to help him

choose the right word for any sentence. He would avoid saying such silly things as "Him is stationed in Gaul."

In English our nouns change very little in declension. We have only three cases, and even in these three our nouns have only slight changes in spelling. Not all nouns have the same endings. Some, like *son*, *dog*, *star*, form their plural by adding *-s*: *sons*, *dogs*, *stars*; some add *-es*: *negroes*, *glasses*, *boxes*; others make no change at all, like *sheep*, *deer*, *trout*. This would be very confusing to our foreigner. We could group all English nouns in classes for him with a model for each class; thus:

		FIRST DECLENSION	SECOND DECLENSION
S.	Nominative	son	negro
	Possessive	son-'s	negro-'s
	Objective	son	negro
P.	Nominative	son-s	negro-es
	Possessive	son-s'	negro-es'
	Objective	son-s	negro-es

We could then tell him that all words like *son* form their cases with the endings of *son*; and so for the other groups.

Now this is just what is done in Latin, to make it easier for us foreigners to learn. All Latin nouns are divided into five main groups called declensions, and in these groups we have a model which shows us the proper endings to use. All we have to find out about a new noun is this: What declension does it belong to? This we can tell from the Latin case called the GENITIVE. The GENITIVE SINGULAR always tells to what declension a noun belongs. And therefore always be sure to learn the genitive singular.

LESSON 1: THE FIRST DECLENSION

1. THE DECLENSION OF *TERRA*

Open your GRAMMAR to No. 31. Here you see the declension of **TERRA**. Terra is a model for all Latin nouns that belong to the first declension. Look at the GENITIVE SINGULAR. It ends in -ae.

ALL NOUNS WHOSE GENITIVE ENDS IN -AE ARE
IN THE FIRST DECLENSION.

The STEM of any noun is found by dropping the ending of the Genitive Singular. Thus, genitive: TERR-AE; STEM: TERR-.

A noun of the first declension is then declined by adding to the STEM the ENDINGS shown for **TERRA**.

You notice that the first five forms are all singular; the rest are plural—look at the MEANINGS.

There are five cases in each number. Study the MEANINGS given for the cases; the USES we shall study very gradually so they will not be too hard for you.

ASSIGNMENT: Memorize the declension of *terra* (GRAMMAR, No. 31).

Before you begin to study the vocabulary on page 7 your teacher will explain the rules for quantity and accent given in the GRAMMAR, Nos. 9-13. Learn these rules and see whether you can tell where the accent belongs in each of the words in the vocabulary.

Whenever nouns are given in vocabularies, both the nominative and genitive are printed. Be sure to learn the GENITIVE, because it tells you to what declension the noun belongs. Can you tell why all the words in the list are like *terra*?

VOCABULARY

terra, terrae	{ earth land
porta, portae	gate
Marīa, Mariae	Mary
nauta, nautae	sailor
victōria, victōriae	victory
silva, silvae	forest
glōria, glōriae	{ fame glory

RELATED ENGLISH WORDS

The following phrases contain English words related to some of the Latin words in the vocabulary: a *nautical* dictionary; a *sylvan* scene; the *portals* of the palace; rough *terrain*. Can you tell to which words they are related?



PORTA

HOW TO MAKE VOCABULARY STUDY EASY

1. Read the words after your teacher, being very careful to pronounce them just as your teacher does.

2. Look carefully at the genitive and the meanings; study them for a few minutes.

3. Place a piece of paper over the English and try to recite the English meanings. Don't look until you have really tried to remember them! Then do the same with the Latin. **BE SURE TO LEARN EVERYTHING THAT IS GIVEN IN THE VOCABULARY.**

4. Repeat this several times before class.

5. Every day review some vocabulary before starting on your new lesson. If you learn each vocabulary very carefully and keep reviewing it, Latin will be easy. You will have *VICTŌRIA* over Latin and will gain the *GLŌRIA* which belongs to a good student.

EXERCISE 1

Decline the words in the vocabulary. Remember they are all like *TERRA*. Therefore:

1. Find the STEM by dropping the -ae of the genitive singular, thus: *glōri-ae*; stem: *glōri-*;

2. Add the ENDINGS of *terra*, thus: *glōri-a*, *glōri-ae*, *glōri-ae*, etc.

EXERCISE 2

[Essential]

Tell what cases these forms are and give the meanings:

- | | | |
|--------------|---------------|--------------|
| 1. terram | 8. nautārum | 15. porta |
| 2. silvās | 9. terrae | 16. silvīs |
| 3. portārum | 10. victōria | 17. victōriā |
| 4. glōriam | 11. nautae | 18. terra |
| 5. portās | 12. victōriam | 19. portīs |
| 6. silvam | 13. glōriae | 20. nautīs |
| 7. victōriae | 14. Mariāe | 21. portā |

- | | | |
|--------------|------------|--------------|
| 22. Mariā | 26. Mariām | 30. silvā |
| 23. terrārum | 27. silvae | 31. silvārum |
| 24. terrā | 28. terrīs | 32. nauta |
| 25. silva | 29. glōria | 33. portae |

EXERCISE 3

- How can you tell the difference between the nominative and ablative singular of the first declension?
- How can you find the stem of a Latin noun?
- How can you tell to what declension a noun belongs?

2. RULES FOR GENDER

In English gender is very simple. Nouns naming men or male animals are MASCULINE, as *John, man, sailor* (sailors are usually men), *bull, lion*. Nouns naming women and female animals are FEMININE, as *Mary, woman, waitress, cow, lioness*. Nouns naming things are NEUTER, as *book, lake, beauty, soul*.

BUT IN LATIN nouns naming things are sometimes masculine, sometimes feminine, sometimes neuter. Thus, *terra, ae*, is FEMININE although *land* is a THING and is NEUTER in English.

ASSIGNMENT: Learn the rules for the gender of nouns in the first declension, GRAMMAR, Nos. 32 and 33.

EXERCISE 4

Explain the gender of the words in the vocabulary on page 7.

3. USE OF VERBS

In Latin the pronouns (*I, we, you, he, she, it, they*), when used as subjects of a verb, are not ordinarily expressed separately. **THEY ARE CONTAINED IN THE ENDING OF THE VERB.** Thus: *ōrat* means *he, she, or it prays*. *He, she, or it* is contained in the ending -at. *Ōrant* means *they pray*. *They* is contained in the ending -ant. The ending -at contains THREE

English pronouns. How can you tell which one to use? When we have been talking about a woman, and then say *ōrat*, translate *she prays*. If we have been talking about a man, then *ōrat* means *he prays*.



MARIA ORAT.

Use *he*, *she*, or *it* according to the person or thing of which the sentence speaks. (When you can't tell to whom the sentence refers, use *he*.)

Ōrat. He prays.

Ōrant. They pray.

Marīam vident. Ōrat.

They see Mary. She is praying.

When a NOUN is used as the subject, the pronoun is NOT translated in English.

Nautae ōrant. The sailors pray.

Marīa ōrat. Mary prays.

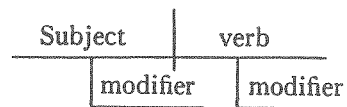
Notice that in these sentences the subjects, *nautae* and *Marīa*, are in the NOMINATIVE case.

RULE: THE SUBJECT OF A FINITE VERB IS IN THE NOMINATIVE CASE.

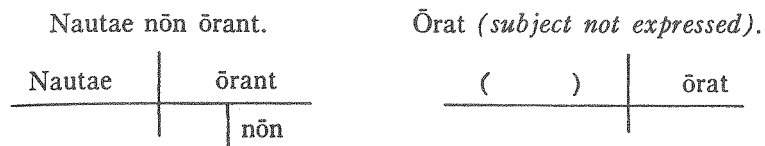
Notice that when the subject is singular—*Marīa*—the singular (*he, she, it*) form of the verb, *ōrat*, is used; when the subject is plural—*nautae*—the plural (*they*) form of the verb, *ōrant*, is used.

RULE: A FINITE VERB AGREES WITH ITS SUBJECT IN NUMBER (AND PERSON).

HOW TO DIAGRAM A LATIN SENTENCE



Note that the subject and verb are separated by a straight line carried below the horizontal line. Thus:



VOCABULARY

<i>ōrat</i>	<i>he, she, it prays</i>
<i>ōrant</i>	<i>they pray</i>
<i>videt</i>	<i>he, she, it sees</i>
<i>vident</i>	<i>they see</i>
<i>nōn, adverb</i>	<i>not</i>

RELATED ENGLISH WORDS

A nonstop flight. The priest then read the orations.

EXERCISE 5

[Essential]

1. *Say in English;*
2. *Diagram Sentences 1, 4, and 10:*

1. *Marīa ōrat.* 2. *Nautae ōrant.* 3. *Nauta ōrat.* 4. *Nautae nōn ōrant.* (*Note.* When the sentence contains *not* we use the helping verb *do* in English. Thus: The sailors *do not* pray.)
 5. *Vident.* 6. *Nauta videt.* 7. *Marīa videt.* 8. *Videt.* 9. *Nautae nōn vident.* 10. *Nōn ōrat.*

READING NO. 1

LATIN STILL LIVES!

THE LANGUAGE OF PRAYER

As the light of the sun moves westward it falls upon chapels and cathedrals, hospitals and camps, where in endless repetition the Sacrifice of the Mass is being offered to God. At every moment, somewhere in the world, a priest stands at the foot of an altar and says, in Latin, "Introibō ad altāre Deī," "I shall go in to the altar of God." Latin is the prayerful voice of the Roman Rite, of tens of millions of Catholics. In the universal offering of the Mass, the prophecy of the Old Testament is fulfilled: "From the rising of the sun to the going down thereof, my name is great among the gentiles."

THE LANGUAGE OF PAPAL TEACHING

When a priest in Chungking receives an official document from Rome, he finds it is written in Latin. From Rome Latin carries the decisions and instructions of the Pope to the whole world, to the bishops of Brazil, to Chicago and South Africa, to Zanzibar and England. Latin, as the official language of the head of Christendom, is today a living and universal force.

4. THE ACCUSATIVE CASE

The sailors praise Mary.

Nautae Marīam laudant.

In this sentence *Mary* is the DIRECT OBJECT of the verb *praise*. In English *Mary* is in the OBJECTIVE CASE. In Latin the objective case is called the ACCUSATIVE CASE.

RULE: THE DIRECT OBJECT OF A TRANSITIVE VERB IS IN THE ACCUSATIVE CASE.

