A LATIN PRIMER

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Education

Add'l

GIFT

To

MY LITTLE DAUGHTER

ELIZABETH

WHOSE EAGER INTEREST AND GLAD COÖPERATION

HAVE BEEN THE INSPIRATION OF

THIS SMALL VOLUME

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PREFACE

FROM some points of view it is a misfortune that in American schools the study of Latin is usually undertaken so late that every detail of the work of the first terms must be planned with a view to reaching Caesar in a year. Encouraging signs, however, are appearing here and there, and in two or three states a movement is already on foot to carry the beginning of Latin back into the upper grades of the grammar school.

For the prosecution of this work in the grades there seems to be an almost total lack of satisfactory manuals, and it thus happened that some time ago, wishing to take up the study of Latin with one of my own children, I was led to work out for myself a plan of instruction suited to the years of my pupil. Out of that experience the present volume has grown.

In the formulation and development of the plan of the book, I have aimed particularly at four things:

     (1) To lay·a broad and sure foundation of forms.

     (2) To impress through constant use a limited number of the most fundamental constructions.

     (3) To make thoroughly familiar, by continued repetition, a working vocabulary of something less than four hundred words.

     (4) To infuse a large degree of human interest into the work.

In pursuance of the last mentioned of these aims, I have admitted into the earlier Exercises several Latin words

selected rather for the interest they might excite than because of frequency of use in Caesar's *Commentaries* or Cicero's *Orations*, and, in the treatment of forms and syntax, the order of topics has been determined very largely with a view to the early development of interesting dialogue and narrative. In general method, however, the book follows thoroughly well-tried and conservative lines; and I hardly need add that, in making the above-named innovations, it is far from my purpose to render the work easy or attractive at the expense of real and substantial attainment on the part of the pupil.

The lack of general vocabularies at the end of the volume is by no means due to oversight; for it is an integral part of my plan that the student should fully master and make his own the vocabulary of each Exercise as it comes. Indeed, the number of new words in a day's lesson is so small and the amount of repetition so great that general vocabularies at the end of the book would be nothing but a hindrance to the proper use of the manual. In place of these, therefore, I substitute simply a Latin Word List. By means of this list, in case of dire need, a pupil could run down the meaning of a word; but as a matter of practice such need will seldom be found to arise.

The habit of thorough acquisition of each day's vocabulary results quickly and naturally in ability to read at sight. To foster on the part of the pupil the development of this very desirable power, there has been introduced into each Exercise, beginning with Number XXXV, one of a series of little stories told in Latin. The series is developed strictly on the gradatim plan, each successive anecdote being constructed so completely of familiar materials that footnotes are nowhere necessary. Such a programme of course subjected the writer to a very trying restraint; but

it was in this way possible to develop a body of material which provides practically ideal conditions for the practice of sight reading.

This Primer is shortly to be followed by a First Latin Reader, the two books together covering the field commonly referred to as "First Year Latin." The stories of the Reader are drawn in large part from early American history, a subject that lends itself very happily to the purpose in hand; for the tales of those stirring days of war and adventure are replete with human interest, while at the same time they afford the most admirable opportunity for the introduction of the vocabulary and syntax of Latin historical narrative. The Reader continues with somewhat greater freedom the gradatim plan begun in the Primer, and the pupil who first went over the ground covered by the two books was able to complete even the simplified Caesar contained in the Reader without knowing what it is to "prepare" an English translation; for from the very start translation "at sight" had established itself as the norm in the most delightful and natural manner possible. On account of the narrow limitations of syntax and vocabulary, the anecdotes of the Primer are largely fanciful; but in the Reader it is my aim to make the narrative historical.

In putting the material of this volume into final form, I have been much helped by the suggestions of Dr. R. Arrowsmith. I would also here express my thanks for similar assistance received from Miss Margaret Webb and Miss Clara L. Smith, both of whom have used my manuscript as a basis for the work of the newly organized seventh grade Latin classes in the Berkeley schools.

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TO THE TEACHER

IN work of the grade for which this Primer is designed much must be left to the discretion of the instructor. I venture, however, to add a word of suggestion or advice on several topics:

1. **Oral Work.** In connection with the earlier Exercises particularly, it is eminently desirable that much time be spent in oral work. The printed sentences of the Exercises are practically forced into the form which they have taken by the fact that, in addition to illustrating as fully as possible the new points of the lesson of the day, they must also include adequate review material. Supplementary work, oral or otherwise, would naturally follow freer lines. One teacher succeeded in stirring the interest of an immature class by putting together, almost from the very start, short connected sentences, e.g. *Agricola in āreā est. Corbulam tenet. In corbulā ūvās et rosās habet;* and my own experience has shown that, as soon as the limitations of vocabulary and syntax will permit, it is both profitable and popular to construct out of familiar materials short stories to be translated at hearing. As a help to those who may wish to do somewhat extensive work along *viva voce* lines, a short list of colloquial phrases has been added in Appendix II. All such work, of course, must be strictly supplementary. Nothing can with safety be substituted for the comprehensive test of the printed sentences.

2. **Pronunciation.** In the belief that pronunciation is best learned by youthful beginners directly from the teacher, general treatment of this subject has been rele-

gated to Appendix I. Teachers will use their own discretion as to the use of the material there provided.

3. **Paradigms.** It has seemed best to prefix to the paradigms all of the customary headings, although it is not expected or desired that equal attention be given at the outset to all such introductory phrases; for example, of the various headings of the paradigm of Exercise II, the phrase "Present Tense" is clearly of greatest importance for the work of that particular lesson. As different paradigms are taken up, the teacher should emphasize the heading or headings to which he feels that his class can with profit give attention.

In constructing the paradigms I have purposely refrained from attempting to define the different cases, moods, etc., of the words used as models. As regards the verb, it is really impossible to frame brief and adequate definitions for the forms as they stand in the paradigm; and with respect to the noun, too, the question of definition is not without complications. For example, in this manual the ablative is first put to actual use in connection with the prepositions *in* and *sub* to express "place where," and it would therefore seem wholly illogical to inform the student in the paradigm of Exercise I that the ablative case signifies "with," "by," etc. Personally, I find that it works well to postpone definition until forms are put to actual use; but any teacher who prefers the other plan can of course supply at once for the use of the class those definitions which seem to him best to cover the ground.

4. **The Verb.** The great wealth of Latin verb forms makes it ultimately impossible to maintain an adequate review through the medium of the sentences of the Exercises merely. As a supplementary measure it has been

found helpful to write out the forms on small cards, one on each card. These drawn out at random furnish an excellent memory test, the pupil's interest being held meanwhile by the likeness to a game.

5. Assignment of Work. The rate of progress through the book must of course be determined by the aptitude of the class. In many cases it will be found necessary to spend at least two periods upon single Exercises, and that too with frequently interspersed reviews.

In conclusion, to those who now for the first time are about to join in the pleasant work of introducing young beginners to the study of Latin, let me say by way of reminder that it is very easy for an adult to underestimate the difficulties under which a seventh or eighth grade pupil is laboring. If such a student at the outset is a little bewildered by his new environment and makes a number of very crude mistakes, this fact should not be counted either surprising or discouraging. Three things only are necessary: Have patience; Keep good models before the pupil's eye and ear; Repeat often.

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INTRODUCTORY NOTES AND DEFINITIONS

INFLECTION

LATIN nouns, pronouns, adjectives, and verbs are inflected, *i.e.* undergo changes of form which show their relation to other words in a sentence. The inflection of nouns, pronouns, and adjectives is called Declension, and the inflection of verbs is known as Conjugation.

DECLENSION

In speaking of the different forms which nouns, pronouns, and adjectives may take, the terms Case, Gender, and Number are used.

Case. The three cases of English can be seen to best advantage in the pronoun; for example, " he " (Nominative Case), "his" (Possessive Case), and "him" (Objective Case). Latin has several additional cases, which correspond in meaning to the English objective case with a preposition; thus, "to a sailor," "for a sailor," "with a sword," etc., could all be translated into Latin without the help of prepositions.

Gender. In English we have the very simple gender rule that the names of males are Masculine, the names of females are Feminine, and the names of things are Neuter. In Latin, too, these three genders are found, but the rule is more complicated; for in Latin the names of *things* may be either masculine, feminine, or neuter.

Number. In the English phrases "the *ship*" and "the *ships*," the difference between the nouns is one of number; that is, "ship" refers to *a single* vessel, and "ships" to *more than one* vessel. To mark this difference we use the terms Singular Number ("ship") and Plural Number ("ships"). These terms are used in just the same way of Latin words.

CONJUGATION

In connection with the inflection of the verb, the following terms are used: Mood, Number (already defined), Person, Tense, and Voice.

Mood. The moods of a verb are its ways of expressing action. Both English and Latin verbs have three moods; namely, Indicative, Subjunctive, and Imperative. A verb in the Indicative Mood generally *states* that a thing *is so;* for example, "The boys *are running*." In the Imperative Mood a verb *commands* something *to be done*, as "*Run*, boys." The uses of the Subjunctive Mood are various.

Person. In English and Latin there are three persons. The First Person refers to the speaker ("I," "we"), the Second Person refers to the person spoken to ("you"), and the Third Person refers to the person or thing spoken of ("he," "she," "it," "they").

Tense. An English or Latin verb by its tense indicates the *time* of an action; as, "I *see*" (Present Tense), "I *shall see*" (Future Tense), etc.

Voice. In the sentence "John ran," the verb tells what John *did*; but in "John was caught," the verb tells what *was done* to John. To mark this difference the terms Active Voice ("ran") and Passive Voice ("was caught") are used of both English and Latin verbs.

EXERCISE I

THE FIRST OR Ā-DECLENSION [1]

mḗnsa, *table*

CASE	SINGULAR NUMBER	PLURAL NUMBER
Nominative	mḗnsa	mḗnsae
Genitive	mḗnsae	mēnsắrum
Dative	mḗnsae	mḗnsīs
Accusative	mḗnsam	mḗnsās
Ablative	mḗnsā	mḗnsīs

Listen carefully while the teacher pronounces these Latin words. Note especially that the accent nowhere falls upon the last syllable.

Commit to memory the singular and plural of **mēnsa**, connecting each form with the name of its case. The meaning and uses of these cases will be taken up later.

Gender. — All nouns of the First Declension are feminine, excepting the few names of males.

VOCABULARY

córbula, -ae, F., *basket*.	píla, -ae, F., *ball*.
naúta, -ae, M., *sailor*.	rósa, -ae, F., *rose*.

REMARK I. In the above vocabulary the -ae following each noun is the ending of the genitive singular; and F. and M. are abbreviations for " Feminine " and " Masculine." Each noun should be memorized in the following way : " **Córbula, córbulae, Feminine,** *basket.*"

[1] For the meaning of " Declension " and other grammatical terms here used, see Introductory Notes and Definitions, pages 15 and 16.

PILAE

Among the Greeks and Romans ball playing, except for small children, was for the most part a means of exercise rather than a mere game. The balls used were of various sizes, some being as large as a football or "medicine" ball. Bats and racquets were not then in use. The players either threw the ball or struck it about with the hand or arm.

CORBULA

The Romans used baskets of many shapes and sizes. Some were very stout and strong; for example, those in which soldiers carried away on their shoulders the earth dug out in making fortifications. The particular kind of basket shown in the picture was used on the farm for fruit picking and other purposes.

REMARK 2. In headings and vocabularies it is convenient to render **mēnsa** by "table," **corbula** by "basket," etc. But, when actually used in a sentence, **mēnsa**, for example, would be apt to mean "*the* table," or "*a* table." In Latin there is nothing corresponding to the English articles "a," "an," and "the."

I. Name the case and number of the following forms: **pilae, corbulā, rosīs, nautārum, mēnsās, pilam, corbula**.

II. Give:

The genitive plural of **rosa**; the ablative singular of **pila**; the dative plural of **mēnsa**; the accusative singular of **nauta**; the nominative plural of **corbula**; the accusative plural of **rosa**.

EXERCISE II

THE SECOND OR Ē–CONJUGATION[1]

hábeō, *I have*

INDICATIVE MOOD	ACTIVE VOICE

PRESENT TENSE

PERSON	SINGULAR NUMBER	PLURAL NUMBER
1st person	hábeō	habémus
2d person	hábēs	habétis
3d person	hábet	hábent

REMARK. In English we say "*I* have," "*you* have," "*he* (*she, it*) has," "*we* have," etc., depending largely on the pronouns to show the person and number of the verb; but in Latin a verb has special endings which render unnecessary the use of pronouns for this purpose. Note above how the endings of **habeō** change for each person and number.

[1] For the meaning of the grammatical terms here used, see Introductory Notes and Definitions, pages 15 and 16.

With **habeō** as a model, give the corresponding forms of
téneō, *I hold*, *I am holding*.

VOCABULARY

hérba, -ae, F., *grass.*
puélla, -ae, F., *girl.*
pūpa, -ae, F., *doll.*
vía, -ae, F., *street, road.*

et, conjunction, *and.*
in, preposition, used with
   the ablative case, *in, on,*
   at.
est, *is, there is.*

REMARK. Note particularly the second meaning of **est**. In
Latin there is nothing corresponding to "there" in such phrases
as "there is," "there are," etc.

MODEL SENTENCES

Nauta corbulam tenet, A sailor is holding the basket.
Nautae corbulam habent, The sailors have a basket.

RULE I. *With an active verb, the nominative is the
case of the doer, and the accusative is the case of the thing
directly affected by the verb action.*

Thus, in the first of the model sentences above, **Nauta**
(nominative) is the doer, and **corbulam** (accusative) is the
thing directly affected by the verb action ; in other words,
Nauta is the Subject of the verb, and **corbulam** is its Direct
Object.

RULE II. *When the Subject of the verb is plural* (as in
the second of the model sentences), *the verb likewise must
be plural.*

READING LESSON

I. Translate into English :

1. Puella pūpam et rosās tenet. 2. In corbulā pilās
habētis. 3. Pūpae mēnsās habent. 4. Corbulās tenēmus.
5. In mēnsā est pila.

VIA

The road here shown is the famous Appian Way (*Via Appia*), built more than two thousand years ago, and still lined with the ruins of ancient monuments. It was along this road that St. Paul journeyed to Rome.

II. Translate into Latin:

1. The sailor has a doll.　2. The girls are-holding roses.　3. We have a doll in the basket.　4. There is grass in the street.　5. On the table you have roses.

EXERCISE III

IRREGULAR VERB

sum, *I am*

PRESENT TENSE　INDICATIVE MOOD

PERSON	SINGULAR NUMBER	PLURAL NUMBER
1st person	sum	súmus
2d person	es	éstis
3d person	est	sunt

VOCABULARY

área, -ae, F., *yard.*
scálae, -árum, F., *stairs.*
símia, -ae, F., *monkey.*

láteō, *I hide, I am hiding.*
tímeō, *I am afraid (of), I fear.*
sub, preposition, used with the ablative case, *under.*

READING LESSON

I. Translate into English:

1. Puellae símiam timent.　2. Pila in āreā sub mēnsā est.　3. Nautam sīmia tenet.　4. Nautae et sīmiae in viā sunt.　5. Pūpae rosās in corbulīs habent.　6. Sīmiae sub mēnsā latent; nautam timent.

II. Translate into Latin:

1. Sailors are in the yard.　2. The girl is under the stairs; she is-afraid-of the sailors.　3. The monkeys have

PŪPA

SĪMIA

This little doll is made of ivory, and its arms and legs are movable. Roman girls had also dolls made of rags, wood, wax, or terra cotta. Some dolls were much more elaborate than the one in the picture.

Above is shown a strolling street artist, with his monkey and a dog that has been taught to climb a ladder. Such artists traveled around from place to place, picking up a living in much the same manner as the hand-organ man of to-day.

baskets. 4. You are-hiding under the table. 5. A monkey is-holding the doll. 6. The dolls are-hiding in the grass.

EXERCISE IV

VOCABULARY

áqua, -ae, F., *water.*
báca, -ae, F., *berry.*
sélla, -ae, F., *chair.*
sólea, -ae, F., *sandal.*

vídeō, *I see.*
úbi? adverb, *where?*
pílā lūdámus, *let's play ball.*
ínquit, *he (she) said, replied, asked,* etc.

NOTE. The names of persons are declined just as any other nouns; for example, Iúlia (whence our "Julia") follows the declension of mēnsa. Márcus (the nominative of a boy's name) is declined in a way soon to be described.

READING LESSON

I. Translate into English:

A. 1. Mārcus et Iūlia sīmiam vident. 2. Corbulam et bācās habētis. 3. In āreā bācās videō. 4. Nauta soleās in corbulā habet.

B. 1. "Ubi sunt pūpae?" inquit Iūlia. "Pūpae in herbā latent," inquit Mārcus. 2. "Pilā lūdāmus," inquit Mārcus. "Ubi est pila?" inquit Iūlia. "Pila sub mēnsā est," inquit Mārcus.

II. Translate into Latin:

A. 1. The monkey is-afraid-of the water. 2. The sandals are on the chair. 3. The doll has sandals and a chair and a table. 4. The monkeys are-holding grass.

B. 1. "Where are the berries?" said Julia. "The berries are in a basket under the stairs," replied Marcus.

SELLA

SOLEAE

The chairs of the Romans for the most part lacked both back and arms. Seats of honor, as in the picture above, were sometimes provided with a foot-rest. High officials commonly occupied a sort of camp-chair, the legs of which were made of ivory.

As Italy is a warm country, the Romans often went barefooted when in their own homes. For outdoor wear they preferred sandals of which the "upper" consisted merely of a strap or two. The *soleae* above shown were of the kind used in the army.

2. "Where are the sailor and the monkey hiding?" asked Marcus. "I see the sailor in the yard," said Julia. "The monkey is under the chair."

EXERCISE V

VOCABULARY

dóceō, *I teach, I am teaching.*
iáceō, *I lie, I am lying.*
sédeō, *I sit, I am sitting.*

úmbra, -ae, F., *shade.*
cum, preposition, used with the ablative case, (*in company*) *with.*

READING LESSON

I. Translate into English :

A. 1. Puella in sellā cum pūpā sedet. 2. In corbulīs sunt rosae et bācae. 3. Herbam et aquam vidēmus. 4. Ubi sedet nauta? Nauta sub scālīs in mēnsā sedet.

B. "Pilā lūdāmus cum nautā et sīmiā," inquit Mārcus. "Ubi sunt nauta et sīmia?" inquit Iūlia. "In umbrā iacent," inquit Mārcus; "nauta sīmiam docet."

II. Translate into Latin :

A. 1. The sailor is-lying under the table; I see (his) sandals. 2. We are-sitting in the shade with the girls. 3. The chairs are in the yard with the tables. 4. Let's play ball in the yard; on the street I am-afraid-of the sailors.

B. 1. "Where are you?" asked Julia. "We are in the water," replied Marcus. 2. "Where are the girls hiding?" said Marcus. "They are-sitting under the table with the dolls," answered Julia.

EXERCISE VI

THE SECOND OR Ē-CONJUGATION

hábeō

INDICATIVE MOOD   ACTIVE VOICE

PERFECT TENSE

PERSON	SINGULAR NUMBER	PLURAL NUMBER
1st person	hábuī	habúimus
2d person	habuístī	habuístis
3d person	hábuit	habuérunt

Inflect in the same way the perfect tense of doceō (dócuī), iaceō (iácuī), lateō (látuī), sedeō (sédī), teneō (ténuī), timeō (tímuī), videō (vídī); so also of sum (fúī). Note that in sēdī and vīdī there is no u before the final ī. Consequently the perfect of sedeō, for example, proceeds: sédī, sédistī, sédit, etc.

NOTE. The perfect is the past tense of the indicative mood most used in Latin. It has two distinct meanings. For example, vīdī means either " I saw " or " I have seen "; fuī, " I was " or " I have been "; etc.

REMARK. Special attention must be given verbs like sēdī; for, since the present sedeō means " I am sitting " as well as " I sit," it is very easy to make the mistake of translating sēdī by " I was sitting." The correct renderings of sēdī are indicated above, namely, " I sat " and " I have sat " (" I have been sitting "). Give also the proper translations of docuī, iacuī, latuī, and tenuī. By an apparent exception to the rule, timuī may be correctly rendered by " I was afraid (of)."

agrícola, -ae, м., *farmer.*   **nunc,** adverb, *now.*
Claúdia, -ae, f., a girl's name.   **quid ?** *what ?*
cýmba, -ae, f., *boat, skiff.*

READING LESSON

I. Translate into English :

A. 1. Ubi latuistis ? Ubi nunc Mārcus latet ? 2. Agri-colae in cymbā cum nautīs fuērunt. 3. In umbrā sēdimus et puellās docuimus.

B. 1. " Quid in āreā vīdistī ? " inquit Mārcus. " Bācās et rosās in āreā vīdī," inquit Claudia. 2. " Ubi sunt sīmiae ? " inquit agricola. " Sub sellīs latuērunt," inquit Mārcus ; " nautam timent." 3. " Quid in corbulā habuit nauta ? " inquit Claudia. " Nauta pūpās in corbulā ha-buit," inquit Iūlia.

II. Translate into Latin :

A. 1. We have been sitting in the yard. 2. There were roses and berries in the baskets. 3. What were-you-afraid-of ? 4. I saw farmers and sailors in the boat. 5. The doll lay under the table.

B. 1. "Where am I now ? " asked Marcus. " You are under the stairs," said Julia. " You are-sitting on a chair and holding a doll." 2. " Where were you ? " asked the sailor. " I was in the yard with Claudia," replied Marcus. 3. " Let's play ball," said Julia. " The ball is-lying under the chair in the grass."
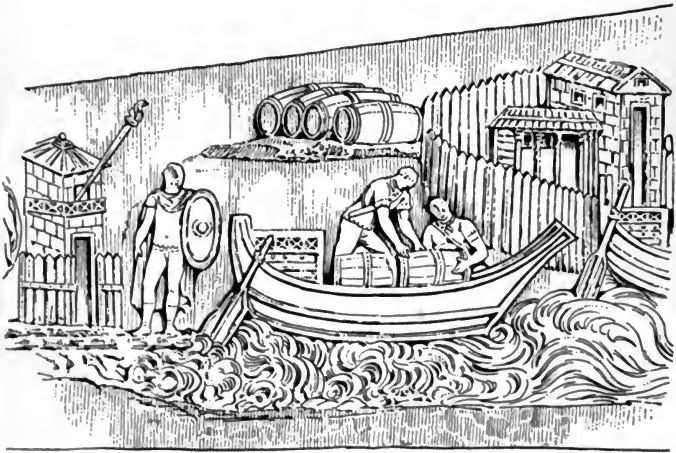
CYMBAE

In the illustrations are shown two *cymbae* as represented by ancient artists. In the first picture a passenger is stepping on board to be ferried over a river, and in the other some soldiers are loading casks into a boat.

EXERCISE VII

VOCABULARY

cóncha, -ae, f., *shell.*
haréna, -ae, f., *sand, beach.*
quía, conjunction, *because.*

cūr? adverb, *why?*
ínquiunt, *they said, replied, asked,* etc.

READING LESSON

I. Translate into English:

A. 1. Quid in harēnā est? 2. Nautās nunc agricolae timent. 3. Ubi fuērunt conchae? 4. Puella sīmiam docuit. 5. Cūr sub mēnsā latuistī?

B. 1. "Cūr in umbrā iacēs?" inquit Mārcus. "Pilā lūdāmus." 2. "Quid in harēnā vīdērunt puellae?" inquit Iūlia. "Puellae in harēnā conchās vīdērunt," inquit Mārcus. 3. "Ubi latuistis?" inquit Claudia. "Sub mēnsā latuimus," inquiunt puellae, "quia agricolās et nautās timēmus."

II. Translate into Latin:

A. 1. What do the girls see in the water? 2. The sailors have been lying in the boat, and Marcus has been on the beach with the monkey. 3. Why do we sit in the sand? In the yard there are shade and water. 4. What did the sailors have in the boat?

B. 1. "Where did you see the ball?" asked Marcus. "We saw the ball on the beach," replied the girls. 2. "Why have you been sitting in the yard?" said the farmer. "I sat in the yard, because in the shade there are chairs," answered Marcus. 3. "What are the dolls now holding?" asked Claudia. "They have berries and shells," said Julia.

EXERCISE VIII

VOCABULARY

cávea, -ae, F., *cage.*
cúnae, -árum, F., *cradle.*
Mārcélla, -ae, F., a girl's name.

ítaque, conjunction, *and so.*
sed, conjunction, *but.*
térreō, *I frighten, I am frightening,* etc.

READING LESSON

I. Translate into English:

A. 1. In āreā bācās vīdimus; sed nunc in harēnā conchās vidēmus. 2. Cūr nautam terruistis? 3. Itaque in cūnīs pūpae iacent. 4. Quid in cymbā habent agricolae?

B. 1. "Cūr sīmiam tenētis?" inquit Mārcus. "Sīmiam tenēmus," inquiunt puellae, "quia pūpās terret." 2. "Ubi est cavea?" inquit Iūlia. "Cavea in harēnā fuit," inquit Claudia; "sed nunc in āreā est." 3. "Quid videt Iūlia?" inquit Mārcella. "Iūlia nautās et agricolās videt," inquit Mārcus. "Caveam habent. Sīmia caveam timet."

II. Translate into Latin:

A. 1. What do you see in the shade? 2. But the doll now has sandals and a cradle. 3. Where are the baskets? 4. The monkeys are in the cage, because they frightened the girls.

B. 1. "Where have the sailors been sitting?" asked Marcus. "They saw berries in the yard," replied the girls, "and so they have been sitting in the grass with the farmer." 2. "Why is the monkey hiding in the water?" said Marcella. "The monkey was under the cradles," replied Marcus; "and so he is now in the water, because he is-afraid-of Julia."

EXERCISE IX

THE SECOND OR O–DECLENSION

hórtus, m., *garden*

CASE	SINGULAR	PLURAL
Nominative	hórtus	hórtī
Genitive	hórtī	hortórum
Dative	hórtō	hórtīs
Accusative	hórtum	hórtōs
Ablative	hórtō	hórtīs

VOCABULARY

équus, -ī, m., *horse.* Quíntus, -ī, m., a boy's name.
Márcus, -ī, m., a boy's name. caúda, -ae, f., *tail.*

RULE. *The genitive is the case of the person or thing to which something belongs; for example,* **Mārcī cymba,** *Marcus' boat;* **puellae equus,** *the girl's horse;* etc.

In this use the genitive corresponds to the Possessive Case in English.

REMARK. In a Latin sentence it is not always possible instantly to recognize a genitive, since sometimes other cases are like it in form. Thus equī (so far as form is concerned) might be either genitive singular or nominative plural; and **nautae** might be either genitive or dative singular or nominative plural. When such forms are used, we have to depend on the other words of the Latin sentence to make clear which case is meant.

READING LESSON

I. Translate into English :

A. 1. Mārcī sīmia nunc in caveā est. 2. Sed in pūpārum cūnīs sunt conchae et harēna. 3. Cūr equī in hortō iacent? 4. Itaque equī caudam sīmia tenuit.
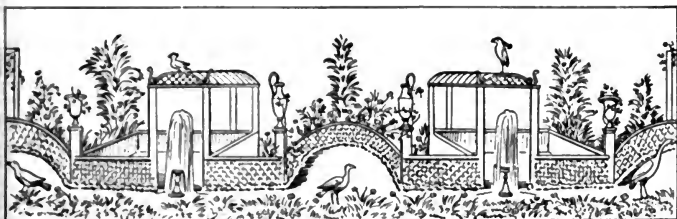
HORTUS

Rich Romans took much pride in well-kept pleasure gardens.
In these there were level walks with fountains here and there,
flowers were carefully cultivated, and the trees and shrubs were
often cut into ornamental shapes. The picture above shown was
found painted on a wall in the ruins of Pompeii. There were, of
course, plenty of vegetable gardens also in Italy, but painters seem
to have taken little interest in them. The lower picture is from
Herculaneum.
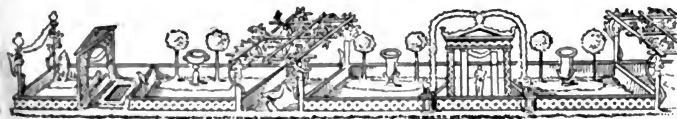
HORTUS

B. 1. "Quid videt Quīntī equus?" inquit Mārcus. "Equus herbam et aquam videt," inquit Mārcella. 2. "Cūr agricolae equōs tenent?" inquiunt puellae. "Equōs tenent," inquit Quīntus, "quia in viā nautae cum sīmiīs fuērunt. Equī nautārum sīmiās timuērunt." 3. "Ubi sēdistis?" inquit Mārcus. "In pūpārum sellīs sēdimus," inquiunt puellae.

II. Translate into Latin:

A. 1. And so the doll's table and chairs were under the stairs. 2. There is now a basket in the doll's cradle. 3. Why did they frighten the farmer's horses? 4. What did the sailor's monkey see? 5. The girls hid in the yard and garden.

B. 1. "Let's play ball with Marcus' monkey," said Marcella. "Where is the ball?" "Marcus' ball was on the doll's chair," answered Claudia; "now it is under the table." 2. "Why did Quintus sit in the sailors' boat?" asked Julia. "Quintus sat in the boat, because there have been horses on the beach," said Claudia; "but Marcus and the girls sat in the garden in the shade."

EXERCISE X

THE SECOND OR O-DECLENSION (continued)

púer, M., *boy*   áger, M., *field*

CASE	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	púer	púerī	áger	ágrī
Genitive	púerī	puerórum	ágrī	agrórum
Dative	púerō	púerīs	ágrō	ágrīs
Accusative	púerum	púerōs	ágrum	ágrōs
Ablative	púerō	púerīs	ágrō	ágrīs

VOCABULARY

cucúrrī, *I ran, I have run.*   **vēnī**, *I came, I have come.*
ē, ex, preposition, used with   **in**, preposition, used with
  the ablative case, *(out)*   the accusative case, *into.*
  from, out of.

REMARK 1. The verbs from which come the perfects **cucurrī** and **vēnī** do not belong to the second conjugation ; but the inflection of the perfect tense of all conjugations is identical. With **habuī**, therefore, as a model, inflect the perfects **cucurrī** and **vēnī**.

REMARK 2. Both forms of the preposition **ē, ex** have the same meaning. The second form is to be used when the following ablative begins with a vowel or **h**.

REMARK 3. Contrast the meaning of **in** and the ablative with that of **in** and the accusative. The former indicates Place Where, the latter Place into Which. Translate the following phrases : **in cymbā, sub cymbā, ē cymbā, in cymbam.**

READING LESSON

I. Translate into English:

A. 1. Ex āreā cucurrimus.   2. Puer in agricolae hortum vēnit.   3. Cūr cucurristī ē viā in āream?   4. Itaque sīmia cum Iūliae pūpā in caveam cucurrit.

B. 1. "Puellae in nautārum cymbīs sedent," inquit Mārcus; "cum puerīs pilā lūdāmus." "Ubi sunt puerī?" inquit Quīntus. "Puerī ex hortō in āream cucurrērunt," inquit Mārcus; "nunc in umbrā latent."   2. "Cūr nautae equus ex agrō in hortuṁ cucurrit?" inquiunt puellae. "Sīmia equum terruit," inquit Mārcus; "sed nauta ē cymbā vēnit, et equus nunc in āreā, sīmia in caveā est."

II. Translate into Latin :

A. 1. And so you ran from the water into the yard and hid under the dolls' table.   2. Why did they come

from the yard into the farmer's fields? 3. What is Claudia's doll holding? 4. Where is Marcus' ball? Why was it under the chair?

B. 1. "Where did you see the farmers' horses?" asked Quintus. "They were in the garden," replied the girls, "but now they have run into the water." 2. "Why did the girl's monkey run from the boat?" said Marcella. "It has run from the boat," replied Marcus, "because the farmers came and sat in the sand."

EXERCISE XI

THE SECOND OR O-DECLENSION (continued)

mălum, N., *apple*

	SINGULAR	PLURAL
Nominative	mālum	māla
Genitive	mālī	mālōrum
Dative	mālō	mālīs
Accusative	mālum	māla
Ablative	mālō	mālīs

REMARK. The accusative of neuter words is always the same as the nominative. Note how this fact is illustrated by the singular and plural of **mālum**.

Gender. The second declension is made up almost wholly of masculine and neuter nouns. Regular masculines end in -us or -er, and the neuters end in -um. The few feminines belonging to this declension have the termination -us.

VOCABULARY

tabernăculum, -ī, N., *tent.*   **iī,** *I went, I have gone.*
taberna, -ae, F., *store, shop.*   **mīsī,** *I sent, I have sent.*

TABERNA

Roman shops were often hardly more than booths. But many dwelling houses were so built that the ground floor on the street side could be let out to tradesmen. Each such store consisted usually of a single room shut off completely from the rest of the building, the merchant doing his business there during the day, but having his residence elsewhere. At night the shops were closed by putting up wooden shutters in front.

REMARK. The perfect **iī** is a shorter form for **īvī**. Generally the singular and plural of the second person are further shortened to **īstī** and **īstis**.

READING LESSON

I. Translate into English:

A. 1. Itaque agricola puerōs cum equīs in agrōs mīsit. 2. Cūr in tabernam īstis? Cūr in sellīs sedētis? 3. Puellās ex hortō in āream mīsistī. 4. Cūr puer pūpās tenuit?

B. 1. "Quid in tabernāculō vīdistis?" inquit Quīntus. "Pūpārum cūnās et sīmiae caveam in tabernāculō vīdimus," inquiunt puerī. 2. "Cūr puerī ē cymbā in hortum iērunt?" inquit Mārcus. "Puerōs in hortum mīsī," inquit nauta; "nunc māla in corbulā habent." 3. "Ubi latuit Iūlia?" inquit Mārcus. "Iūlia in tabernāculum cucurrit," inquiunt puellae; "sed nunc in pūpae cūnīs latet."

II. Translate into Latin:

A. 1. The farmer went from the tent, and sent the boys into the sailors' boat. 2. In the farmer's garden are berries and roses; on the beach there are shells. 3. And so the farmers' horses came from the field and ran into the garden.

B. 1. "Where are the monkeys?" asked Julia. "The monkeys went with the boys into the tent," replied Marcus; "but now they are on the street." 2. "Why did you come from the shade into the road?" said Claudia. "I came into the road because I am afraid of the farmer's horse," answered Marcella. "But," said Quintus, "the farmer has come from the store with the boys and sent the horse into the fields."

EXERCISE XII

VOCABULARY

lūdus, -ī, M., *school.*

liber, -brī, M., *book.*

magister, -trī, M., *teacher.*

subsellium, -ī, N., *bench.*

tum, adverb, *then.*

ad, preposition, used with the accusative case, *to.*

dūxī, *I brought, I have brought ; I led, I have led.*

poenās dedī, *I was punished, I have been punished.*

REMARK 1. Contrast the meaning of in and the accusative with that of ad and the accusative, the former indicating Place *into* Which, the latter Place *to* Which.

REMARK 2. The phrase poenās dedī means literally " I paid the penalty," hence " I was punished." The perfect dedī is to be conjugated as any other perfect, poenās remaining unchanged ; *e.g.* poenās dedī, poenās dedistī, poenās dedit, etc.

READING LESSON

I. Translate into English :

A. 1. Puerī et puellae ex agrīs in lūdum iērunt. 2. Itaque nunc in subselliīs sedent. 3. Magister ē tabernā vēnit ; bācās et māla in corbulīs habet. 4. Iūliae librī in tabernāculō sunt.

B. 1. " Ubi est Mārcus ? " inquit Claudia. " Agricola Mārcum in tabernam mīsit," inquit Iūlia. 2. " Quid in lūdō vīdistī ? " inquit Mārcella. " Mārcus et Quīntus sīmiam in lūdum dūxērunt," inquit Iūlia. " Sīmia sub subselliīs latuit et magistrum terruit. Tum puerī poenās dedērunt." 3. " Cūr in tabernāculum cucurristis ? cūr sub mēnsā latētis ? " inquit Quīntus. " Latēmus," inquiunt puellae, " quia in āreā equum vīdimus."
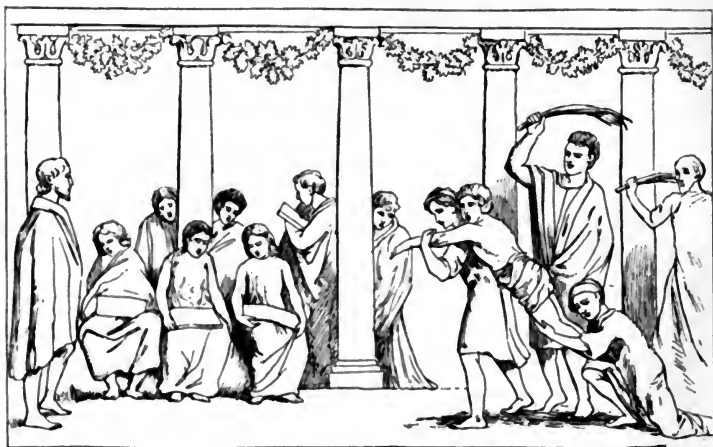
PUER POENĀS DEDIT

In this illustration school seems to be in session in an open colonnade, as was the custom among the Greeks. Three boys may be seen sitting on *sellae,* holding spread out upon their laps rolls of manuscript from which they are studying. Their less fortunate companion in front is being severely whipped.
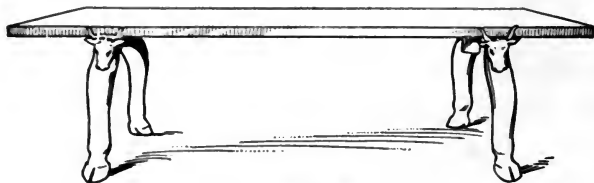
SUBSELLIUM

Any bench upon legs and without a back was called *subsellium.* The particular bench shown above was found in the public baths of Pompeii. Note the ornamental carvings upon the legs.

II. Translate into Latin:

A. 1. Marcus' books lie on the bench.   2. And so the teacher then brought the boys and girls from the garden into the street.   3. You were punished at school. 4. What did you have in the basket?

B. 1. "The sailor's monkey hid in the grass and frightened the teacher's horse," said the girls.   "Then he was punished."   2. "Let's play ball in the school," said Marcus.   "Where is the teacher?" asked Quintus.   "The teacher is in the yard," answered Marcus.   "He led the horse to water," said Claudia; "then he came into the yard with (his) books, and is now lying on the bench."

EXERCISE XIII

THE VOCATIVE CASE

In addition to the five cases already treated, words of the second declension ending in -us have also a special vocative singular, *e.g.* **Mārce, Quīnte,** etc.   Everywhere else, in all declensions, the nominative is made to do service as a vocative.

MODEL SENTENCES

Ubi sunt librī, Mārce ?   Where are the books, Marcus?

Quid habēs, Iūlia ?   What have you, Julia?

Cūr ē cymbā, puellae, cucurristis ?   Why did you run from the boat, girls?

RULE.   *The vocative case is used in addressing a person by name or title.*

REMARK.   In an English sentence the vocative often stands first, but in Latin it seldom has this position.   In a short sentence it is apt to stand last.

stilus, -ī, M., *pen.*	**capsa, -ae, F.,** *school bag.*
tergum, -ī, N., *back.*	**tabula, -ae, F.,** *tablet.*
umerus, -ī, M., *shoulder.*	**vēxī,** *I carried, I have carried.*

REMARK. The verb of which **vēxī** is the perfect is seldom applied to men. It is commonly used of carrying by horses, ships, etc.

READING LESSON

I. Translate into English:

A. 1. Quid in capsā habēs, Quīnte? 2. In capsā librōs et tabulās habeō. 3. Ubi est sīmia, Claudia? 4. Sīmia in nautae umerō sedet; mālum habet. 5. Quid in harēnā vīdistis, puellae? 6. Corbulās et conchās vīdimus.

B. 1. "Cūr in aquam cucurrit equus?" inquiunt puellae. "In aquam equus cucurrit," inquit Mārcus, "quia sīmia in tergō est." 2. "Ubi fuit Quīntī equus, Claudia?" inquit Mārcella. "Equus magistrum ad lūdum vēxit," inquit Claudia. "Tum vēnit agricola, et equum in agrōs dūxit." 3. "Cūr cum tabulā et stilō, Quīnte, sub mēnsā sēdistī?" inquit Mārcus. "Mārcellam et Claudiam terruī," inquit Quīntus; "itaque poenās dedī."

II. Translate into Latin:

A. 1. What is under the bench, Marcus? 2. Where are the boys, Quintus? Let's play ball in the shade. 3. What do you see in the grass now, boys? 4. We brought a doll to school; and so we have been punished. 5. Why did you run out of school, Quintus?

B. 1. "The school bag is in the tent," said Julia. "It lies with the books in the doll's cradle." 2. "What do you see, Claudia?" asked Marcella. "I see the boys in

STILUS ET TABULAE

CAPSA

Tablets were commonly made by putting a layer of wax upon strips of wood. Upon such tablets school children traced letters with a *stilus*, which was a piece of metal shaped somewhat like a pencil. The writing end of the *stilus* was very sharp, while the other was often flattened so that it could be used to erase marks made in the wax.
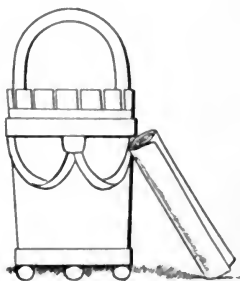
The *capsa* was, strictly, a box rather than a bag. It was circular in form, and had a cover. Rolls of manuscript (*librī*) standing on end fitted very nicely into such a box. Sometimes a slave was sent along to carry a boy's *capsa* to school for him. The above illustration is somewhat stiff and formal in its style.

the fields," replied Claudia. "They have come from school, and are now on the horse's back." 3. "I sent Quintus to the store," said the farmer. "We saw Marcus in the store," said the boys; "but Quintus has gone into the sailors' boat."

EXERCISE XIV

ADJECTIVES OF THE FIRST AND SECOND DECLENSIONS

bonus, -a, -um, *good*

| | SINGULAR | | | PLURAL | | |
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	bonus	bona	bonum	bonī	bonae	bona
Gen.	bonī	bonae	bonī	bonōrum	bonārum	bonōrum
Dat.	bonō	bonae	bonō	bonīs	bonīs	bonīs
Acc.	bonum	bonam	bonum	bonōs	bonās	bona
Abl.	bonō	bonā	bonō	bonīs	bonīs	bonīs

REMARK. Note that the masculine of the adjective is declined like **hortus**, the feminine like **mēnsa**, and the neuter like **mālum**. The forms should now be memorized from left to right, thus: (Nom.) **bonus, bona, bonum**; (Gen.) **bonī, bonae, bonī, etc.**

VOCABULARY

albus, -a, -um, *white.*

dēfessus, -a, -um, *tired, weary.*

longus, -a, -um, *long.*

magnus, -a, -um, *big, large,* etc.

parvus, -a, -um, *small, little,* etc.

RULE. *An adjective has the same gender, case, and number as the noun to which it belongs; e.g.,* **puellae parvae, puellās bonās,** *etc.*

REMARK. It should be remembered that a few nouns of the first declension are masculine. With these, of course, the masculine forms of the adjective must be used; *e.g.,* **nautae magnī, nautās bonōs,** etc.

MODEL SENTENCES

Mārcus est parvus, Marcus is small. *Attri. Comp*
Quīntus est agricola, Quintus is a farmer.

RULE. *With forms of the verb* **sum,** *an adjective referring
to the subject of the verb is called a Predicate Adjective,
and a noun referring to the same thing as the subject is
called a Predicate Noun. Predicate Adjectives and Nouns
stand in the same case as the subject of the verb.*

READING LESSON

I. Translate into English :

A. 1. Mārcī equus albus est; caudam longam habet.
2. Cūr ad tabernam iērunt agricolae dēfessī? 3. In agri-
colārum dēfessōrum corbulīs fuērunt māla magna et bācae
albae. 4. Quid in capsā habent puellae parvae, Claudia?

B. 1. "Cūr nautae sīmiam magnam in caveam mīsistī,
Iūlia?" inquit Mārcus. "Sīmia pūpās parvās in aquam
vēxit," inquit Iūlia; "tum poenās dedit." 2. "Ubi est
Claudiae capsa, Mārce?" inquit Mārcella. "Capsam
Quīntus in āreā vīdit," inquit Mārcus; "sed tabulae et sti-
lus in subselliō iacent." 3. "Ubi nunc est Claudia,
Quīnte?" inquit Iūlia. "Magister bonus Claudiam ē lūdō
in hortum dūxit," inquit Quīntus.

II. Translate into Latin :

A. 1. What is on the white monkey's shoulder, Julia?
2. Why do the girls teach the dolls? 3. What did the
big sailor's horse carry on (his) back, Marcus? 4. And
so we sent Quintus to school with a book and a small tablet.

B. 1. "The girls have gone to school, Quintus," said
Marcus; "let's play ball in the dolls' garden." 2. "Why
did you bring the farmer's horses from the fields into the

street, Quintus?" asked Julia; "they are now frightening the little boys and girls." "Quintus is a good boy," replied Claudia. "He ran and brought the horses into the street, because we saw big monkeys in the fields. Horses are afraid of monkeys."

EXERCISE XV

THE SECOND OR Ē-CONJUGATION

habeō

INDICATIVE MOOD   ACTIVE VOICE

FUTURE TENSE

	SINGULAR	PLURAL
1st person	habēbō	habēbimus
2d person	habēbis	habēbitis
3d person	habēbit	habēbunt

Conjugate in the same way the future tense of doceō, iaceō, lateō, sedeō, teneō, terreō, timeō, videō.

VOCABULARY

malus, -a, -um, *bad*, etc.
filia, -ae, F., *daughter*.
filius, filī, M., *son, boy*.
frēgī, *I broke, I have broken*.

iēcī, *I threw, I have thrown*.
crās, adverb, *to-morrow*.
nam, conjunction, *far*.

REMARK. Note the slight irregularity in the genitive singular of filius. The other cases of this noun proceed regularly (filiō, filium, etc.), excepting the vocative singular, which also has filī. The vocative filī commonly appears in the combination mī filī, "my son," "my boy."

READING LESSON

I. Translate into English:

A. 1. Itaque nauta malus Mārcellae capsam in aquam iēcit. 2. Quid tum in āreā vīdistis? Quid nunc in hortō vidētis? 3. Ubi, mī fīlī, crās sedēbis? 4. In equī tergō sedēbō. 5. Cūr agricolae fīliī magnī, Quīnte, nautam bonum ē cymbā in harēnam iēcērunt?

B. 1. "Quid in viā crās vidēbimus, Mārce?" inquiunt puellae. "Equōs albōs et sīmiās parvās crās in viā vidē-bitis," inquit Mārcus. 2. "Claudia ē tabernāculō in hortum cum Quīntō cucurrit," inquit Iūlia; "ubi nunc est?" "In herbā tum latuit," inquit Mārcella. "Sed nunc in pūpārum cūnīs dēfessa iacet; nam Claudia parva est puella." 3. "Ubi est pila?" inquit Mārcus. "Agricolae fīlius puer est malus," inquit Quīntus; "pilam in taber-nāculum iēcit et pūpam frēgit. Sed tum vēnit agricola, et fīlius malus poenās dedit."

II. Translate into Latin:

A. 1. The farmer's daughter sent Marcus to the store; and so we have apples and berries. 2. Claudia and Mar-cella are good daughters; for they have come into the yard with tablets and pens. 3. Why does the monkey sit on the shoulder of the little boy, my son? 4. Claudia has thrown Marcus' pen into the sailor's basket.

B. 1. "The teacher will have long benches in the school," remarked Quintus. "We shall hide under the benches and frighten the girls," said Marcus. 2. "The sailor's bad boy broke a bench at school," said Claudia. "To-morrow he will hide; for the teacher will then see the bench." 3. "Why do you frighten the tired monkeys, Quintus?" asked Marcus. "I am frightening the monkeys," replied Quintus, "because they broke Claudia's shells."

EXERCISE XVI

IRREGULAR VERB

sum

FUTURE TENSE   INDICATIVE MOOD

	SINGULAR	PLURAL
1st person	erō	erimus
2d person	eris	eritis
3d person	erit	erunt

VOCABULARY

lupus, -ī, M., *wolf.*
silva, -ae, F., *forest, woods.*
validus, -a, -um, *strong, sturdy, powerful.*

hodiē, adverb, *to-day.*
ibi, adverb, *there, in that place.*
nōn, adverb, *not.*
occīdī, *I killed, I have killed.*

REMARK. Distinguish carefully between the use of the word "there" in the sentences: "*There* are roses in the garden," and "We ran into the garden; *there* we saw a wolf." When, as in the second sentence, "there" means "in that place," it is to be rendered by **ibi**.

READING LESSON

I. Translate into English:

A. 1. Itaque crās in silvā cum Quīntō erimus, Mārcella. Ibi lupōs magnōs vidēbimus. 2. Tum Claudia puella bona erit; sed nunc in āreā puerōs parvōs terret. 3. Pilā lūdāmus. Simiam hodiē docēbimus. 4. Lupus malus ē silvā vēnit et Mārcī sīmiam occīdit. Sed tum lupum dēfessum occīdit agricola validus.

B. 1. "Quid in lūdō frēgit Mārcus?" inquit Claudia. "Mārcus stilum longum frēgit," inquit Iūlia; "tum ē lūdō ad cymbam cucurrit. Ibi nautae malī puerum in aquam iēcērunt." 2. "Cūr es puer malus, mī fīlī?" inquit agricola. "Puer malus nōn sum," inquit fīlius, "sed quia magistrum timeō, ē lūdō cucurrī." 3. "Ubi eritis?" inquit Mārcus. "In tergō albī equī sedēbimus," inquiunt puellae. "Pūpa in sīmiae umerō sedēbit." 4. "Cūr Claudiae pūpam occīdistis, puerī?" inquit Iūlia. "Pūpam occīdimus," inquit Mārcus, "quia Claudia sīmiae caveam frēgit."

II. Translate into Latin:

A. 1. In the school there will be good books and tablets, but the sailor will be the teacher. 2. Why did the farmer's horse carry the girls into the forest to-day? 3. What shall we see in the woods, my boy? 4. There will be a wolf there. 5. The sailor's daughter will not teach the little boys.

B. 1. "Why was Marcus punished to-day, Quintus?" asked Julia. "He threw the sailor's little monkey into the store," answered Quintus, "and so he was punished. But to-morrow he will be a good boy." 2. "What do you see now, girls?" said the farmer's tired daughter. "We see a strong wolf in the field," replied Claudia. "He has run out of the woods and killed the big horse. But he does not see the boys; for they have hidden in the grass." 3. "To-morrow," said Marcus, "the boys and girls will be in the forest. There the girls will be afraid of wolves and monkeys; but the boys will not be afraid."

EXERCISE XVII

ADJECTIVES OF THE FIRST AND SECOND DECLENSIONS
(continued)

miser, -era, -erum, *wretched, poor*
piger, -gra, -grum, *lazy*

SINGULAR

	Masc.	Fem.	Neut.	Masc.	Fem.	Neut.
Nom.	miser	misera	miserum	piger	pigra	pigrum
Gen.	miserī	miserae	miserī	pigrī	pigrae	pigrī
Dat.	miserō	miserae	miserō	pigrō	pigrae	pigrō
Acc.	miserum	miseram	miserum	pigrum	pigram	pigrum
Abl.	miserō	miserā	miserō	pigrō	pigrā	pigrō

NOTE. The plural of these adjectives is declined in the same way as the plural of **bonus**. Note that the singular, too, is like **bonus**, excepting that **miser** has the peculiarities of **puer**, while **piger** follows **ager**, losing its e throughout.

VOCABULARY

porta, -ae, F., *gate.*
oppidum, -ī, N., *town.*
saxum, -ī, N., *rock, stone.*
cecidī, *I fell, I have fallen.*

herī, adverb, *yesterday.*
in, preposition, used with the accusative case, *at, against, upon, to.*

REMARK. The preposition **in** with the accusative normally means "into." as already stated. But with verbs of throwing, falling, and the like, the meanings given in this vocabulary are sometimes called for.

READING LESSON

I. Translate into English :

A. 1. Itaque agricolae bonī et nautae validī ē portā oppidī herī iērunt, et cucurrērunt in silvam. 2. Hodiē
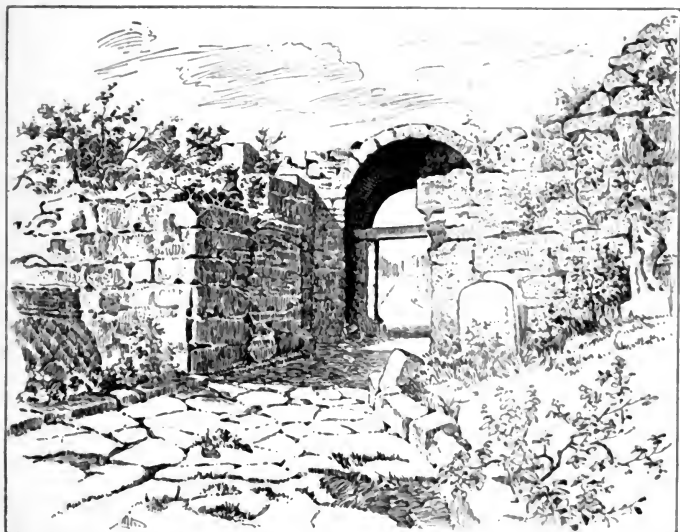
PORTA

From Gusman's *Pompeii*, by permission of Messrs. Dodd, Mead and Company.

This illustration shows one of the gates in the ruined wall of Pompeii. Note the strength of the wall and the substantial way in which the street is paved.

agricolārum equī miserī in aquam cecidērunt ; crās in agrīs erunt.   3. Mārcus nauta erit ; sed agricola erit Quīntus. 4. Nam puerī pigrī saxa in aquam iēcērunt.

B. 1. "Ubi est Mārcus?" inquit Mārcella. "Mārcus in oppidum hodiē iit," inquit Quīntus. "Via est longa, et crās puerum dēfessum vidēbimus."   2. "In harēnā conchās albās herī vīdī," inquit Claudia ; "tum cum corbulīs iimus, et bonī agricolae equus conchās in āream vēxit." 3. "Sīmia ē corbulā in pūpārum cūnās cecidit," inquit Mārcus ; "cūnās et pūpās frēgit miserās.   Tum Iūlia cucurrit ē tabernāculō et saxum in sīmiam iēcit ; sed saxum in caudam sīmiae cecidit, et Claudiae pūpae sellam frēgit."

II. Translate into Latin :

A. 1. What is on the lazy horse's back, Quintus? 2. The gate of the town is large, but the streets are not long.   3. The boys killed a small wolf there yesterday. You shall see (its) tail to-morrow, Marcus.   4. And so you will not be teacher to-day.   5. The bad boys will sit on the long bench.   6. What did the sailor fear?

B. 1. "Where will you hide, girls?" asked Marcus. "We shall hide under the stairs," replied the girls. "I am tired," said Marcus ; "I shall hide with lazy Quintus under the bench."   2. "The farmer sent (his) strong son from the forest to the town," remarked Claudia. "But the boy saw the sailors' big monkey in the road ; and so he ran into a garden."

EXERCISE XVIII

THE SECOND OR Ē-CONJUGATION

habeō

SUBJUNCTIVE MOOD   ACTIVE VOICE

PRESENT TENSE

	SINGULAR	PLURAL
1st person	habeam	habeāmus
2d person	habeās	habeātis
3d person	habeat	habeant

REMARK. Memorize the above forms. The next Exercise will show one of the ways in which they are to be used.

VOCABULARY

lutum, -ī, N., *mud.*   **columba, -ae**, F., *dove.*
terra, -ae, F., *ground, floor.*   **dedī**, *I gave, I have given.*

DATIVE CASE. MODEL SENTENCES

Tum Quīntus Claudiae "Ubi est capsa?" inquit, Then said Quintus to Claudia, " Where is the school bag ? "

Iūlia Mārcō mālum dedit, Julia gave an apple to Marcus.

RULE. *The dative case is used of the person to whom something is said or given. Thus used, the dative is called the Indirect Object of the verb.*

REMARK. The dative of the Indirect Object must be carefully distinguished from the accusative of the Direct Object. Thus, in the second of the model sentences above, **mālum** is the thing directly affected by the verb action (direct object), while **Mārcō** (indirect object) is merely the person *to whom* is given the thing thus directly affected.

I. Translate into English:

A. 1. Cūr equī validī, Quīnte, saxa in oppidum hodiē vēxērunt? 2. Quīntus et Mārcus puerī bonī sunt; nam ē portā oppidī vēnērunt, et māla et bācās agricolae miserō dedērunt. 3. Ubi crās erunt fīliī nautārum pigrōrum? Herī sēdērunt in cymbā, et Quīntī equum album terruē-runt. 4. Quid agricolae fīlia nautae malī fīliō dedit?

B. 1. "Quid in silvā vidēbitis?" puerīs inquit Mārcella. "Lupōs parvōs vidēbimus," inquit Mārcus; "nam agri-colae herī iērunt in silvam, et magnōs lupōs occīdērunt." 2. Tum Iūlia Mārcō, "Cūr capsam," inquit, "Quīntō nōn dedistī?" "Capsam nōn dedī," inquit Mārcus, "quia Quīntus herī frēgit Claudiae tabulās, et stilum in lutum iēcit." 3. "Quid in lūdō hodiē vīdistī?" Iūliae dēfessae inquit Mārcella. "Sīmia in lūdum vēnit," inquit Iūlia, "et in Claudiae umerō sēdit. Tum ad puellam magister cucurrit. Sīmia misera timuit et in terram cecidit; nunc in caveā iacet."

II. Translate into Latin:

A. 1. Why did the boys break the poor dolls' table, Marcus? 2. What did you give to the lazy sailor, my boy? 3. Why did the tired teacher send Marcus from school to-day? 4. And so the bad boys brought the little wolf into the tent; there they sat on the doll's chairs and broke the cradle.

B. 1. "The dove will sit on the monkey's back, Clau-dia," said Julia. 2. "Yesterday Quintus threw apples at the dove," remarked Claudia; "then he was punished." 3. "Why did you not go to school to-day?" said Marcella to Quintus. "I fell into the mud," replied Quintus; "but

strong horses carried Marcus to school. He is now sitting there with the boys on the long benches." 4. "Are you going to be lazy to-morrow?" said Julia to Claudia. "I will be a good girl to-morrow," replied Claudia; "where are the books, Julia?"

EXERCISE XIX

THE SECOND OR Ē-CONJUGATION

habeō

SUBJUNCTIVE MOOD   ACTIVE VOICE

IMPERFECT TENSE

	SINGULAR	PLURAL
1st person	habērem	habērēmus
2d person	habērēs	habērētis
3d person	habēret	habērent

VOCABULARY

ancilla, -ae, F., *maidservant, maid.*

spēlunca, -ae, F., *cave, den.*

ursa, -ae, F., *bear.*

compleō, *I fill, I am filling;* perfect tense, **complēvī.**

ōlim, adverb, *once (upon a time).*

ut, conjunction, *(so as) to, (so) that.*

MODEL SENTENCES

Iūlia latet, ut Mārcum terreat, Julia is hiding to frighten Marcus.

Iūlia latuit, ut Mārcum terrēret, Julia hid to frighten Marcus.

RULE. *The purpose for which a thing is done may be expressed by* **ut** *and the subjunctive.*

NOTE. In this construction the tense of the subjunctive is determined by the tense of the main verb of the sentence. If the main verb is a present or future, the present subjunctive is used in the purpose clause ; if the main verb is a past, the imperfect subjunctive is used. These points are illustrated in the model sentences above.

REMARK 1. In writing Latin purpose clauses, careful attention must be given to the person and number of the verb. In English we may say " I came *to see*," " you came *to see*," " he came *to see*," " they came *to see*," etc., making no change whatever in the form of the purpose clause ; but if these four sentences should be translated into Latin, each purpose clause of course would be different, namely, **vēnī ut vidērem, vēnistī ut vidērēs, vēnit ut vidēret, vēnērunt ut vidērent.** In case of doubt, the proper Latin form can always be found by expanding the English purpose clause : for example, " I came to see " = " I came that *I might* see " ; " you came to see " = " you came that *you might* see " ; etc.

REMARK 2. The subject of the main verb of the sentence and the subject of the verb of the purpose clause of course need not be identical ; *e.g.* **Agricola ex agrō vēnit, ut Claudia equum vidēret,** *the* farmer *came from the field, so that* Claudia *might see the horse.*

READING LESSON

I. Translate into English :

A. 1. Puerī bācās magnās vident. Itaque in herbā iacent, ut corbulās compleant. 2. In silvam hodiē iimus, ut ursārum albārum spēluncam vidērēmus. 3. Cūr in agrōs, puer piger, cum miserī agricolae fīliīs dēfessīs nōn vēnistī? 4. Sub mēnsā sedēbō, ut sīmiam doceam. 5. Mārcus ad oppidum cucurrit, ut Iūlia capsam habēret; Quīntō stilum dedit.

B. 1. " Cūr ursās miserās, agricolae malī, occīdistis?" inquit Iūlia. Tum agricolae Iūliae " Ursās occīdimus,"

inquiunt, "quia puerī et puellae spēluncam timent; nam
ōlim ursae ibi puerum parvum occīdērunt."   2. "Crās,"
inquit Mārcus, "sub scālīs latēbimus, ut puellās terreāmus."
"Ibi herī latuī," inquit Quīntus, "ut Claudiam et Iūliam
terrērem.   Sed cum puellīs fuit ancilla; itaque hodiē
poenās dedī."   3. "Columbam albam Mārcellae dedistī,
Mārce," inquit Iūlia; "cūr nōn sīmiam Claudiae dedit
Quīntus?"   "Nauta malus herī vēnit in hortum," inquit
Mārcus, "et sīmiam miseram occīdit."

II.   Translate into Latin:

A. 1. The good sailor to-day came from the town to teach
the boys and girls.   2. Why did you throw the books
of the farmer's daughters into the bears' cage, Quintus?
3. Why did they not fill the large baskets and give the
berries to the poor girls?   4. Where will you hide to-
morrow to see the bears?

B. 1. "Once upon a time," said Marcus, "I gave
Quintus a dove and a cage. He killed the dove, and the
maid threw the cage into the water."   2. "We ran from
the yard to see the strong sailors," said Jùlia. "Yester-
day they brought bears and wolves from the woods
into the town."   3. "The girls have come to sit on the
stairs, Quintus," said Marcus. "Let's play ball in the
fields with the boys."   4. "Where are Quintus and
Claudia, Marcus?" asked Julia. "They have gone into
the field to hide in the grass," answered Marcus.

EXERCISE XX

PERSONAL PRONOUNS

	FIRST PERSON		SECOND PERSON	
	ego, *I*		tū, *you*	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	ego	nōs	tū	vōs
Genitive	meī	nostrum	tuī	vestrum
		nostrī		vestrī
Dative	mihi	nōbīs	tibī	vōbīs
Accusative	mē	nōs	tē	vōs
Ablative	mē	nōbīs	tē	vōbīs

REMARK. When used with the ablative forms of these pronouns, the preposition **cum** follows, and is written as a part of the word; *i.e.*, **mēcum, tēcum, nōbíscum, vōbíscum.** Note how the addition of -cum affects the accent of **nōbīs** and **vōbīs.**

VOCABULARY

gremium, -ī, N., *bosom, lap.*
lectus, -ī, M., *bed, couch.*
pecūnia, -ae, F., *money.*

multī, -ae, -a, *many.*
moneō, *I warn, I advise;*
perfect tense, **monuī.**

READING LESSON

I. Translate into English :

A. 1. Quid hodiē tibi dedit agricola, Quīnte? Quid vōbīs dedit nauta, puellae? 2. Agricolae mihi pecūniam dedērunt, ut fīliōs docērem. 3. Ancilla ursās magnās in agrō vīdit; itaque in āream cucurrit, ut in tabernāculō latēret. 4. Puella in lectō sedet, ut sīmiam dēfessam in gremiō teneat.

B. 1. " Pecūniam tibi dedī, Quīnte," inquit Mārcus, " ut sīmiam docērēs. Cūr in lūdum sīmiam tēcum nōn dūxistī?" 2. Tum agricolīs bonīs Iūlia " Herī," inquit,
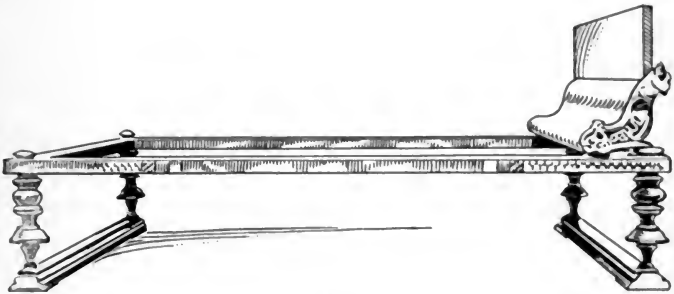
LECTUS

The illustration shows the bronze frame of a bed found at Pompeii. Often a *lectus* was provided with a footboard and back, and thus looked very much like an old-fashioned sofa with a pillow at one end.

" bācās multās nōbīs dedistis ; corbulās complēvimus. Crās māla habēbitis?" 3. "Cūr in ursae spēluncam cucurristī, Mārce?" inquit nauta. "In spēluncam cucurrī," inquit Mārcus, "ut Claudiam monērem." 4. "Ōlim ē saxīs magnīs in lutum cecidit lupus," inquit Iūlia. "Tum ē spēluncā vēnit ursa valida, et lupum miserum occīdit."

II. Translate into Latin :

A. 1. Then we gave the farmer's daughter sandals and a doll, Julia. What did the farmer give you? 2. Claudia has come with me to warn the sailors. 3. Why did they not give you a strong boat, boys? 4. The doll is sitting on the bench, so that the monkey may lie on the bed. For Marcella is holding the white dove in (her) lap.

B. 1. "Why did the teacher give me the apples, Claudia?" asked Quintus. "He gave you the apples," replied Claudia, "so that we should sit with you in the shade; for he has sent Julia and Marcus into the fields. Where *are* the apples?" 2. "What did you give the farmer's lazy son yesterday?" said Claudia to Quintus. "We gave the boy money," replied Quintus. "And so he went with us into the yard to fill the baskets; for there are many berries in the shade." 3. "I will sit with you, girls," said Marcus; "but I do not see the books and tablets."

EXERCISE XXI

MODEL SENTENCE

Mārcus in hortum iit, ego in tabernāculum cucurrī,
Marcus went into the garden, *I* ran into the tent.

RULE. *As subject of a verb, the personal pronouns* **ego** (nōs) *and* **tū** (vōs) *are in general written only for emphasis or clearness or to mark a contrast.*

VOCABULARY

Possessive Adjectives

meus, -a, -um, *my. mine*   **noster, -tra, -trum,** *our, ours.*

tuus, -a, -um, *your, yours* (in   **vester, -tra, -trum,** *your,*
speaking to one person).   *yours* (in speaking to more
than one person).

REMARK. The vocative of the masculine singular of **meus** is
mī, a form already familiar in the phrase **mī fīlī.**

NOTE. The genitive of the personal pronouns **ego** and **tū** is not
used to tell to whom something belongs, such use of the genitive
being rendered unnecessary by the above Possessive Adjectives ;
e.g., **liber meus, stilus tuus,** etc. (To use the genitive of **ego** and
tū in such phrases would be as bad as to say in English "the
book of me " instead of " my book," etc.)

READING LESSON

I. Translate into English :

A. 1. Ubi sunt, puellae, columbae vestrae ?   2. Ego
tibi librum dedī ; tū stilum meum in lutum iēcistī.   3. Tū
equōs et sīmiās timuistī ; nōs multās ursās validās et lupōs
magnōs vīdimus.   4. Itaque pūpa tua in gremiō sīmiae
nostrae iacet.

B. 1. "Ancilla dēfessa nōbīscum in agrōs iit," inquiunt
puellae. "Ibi equō tuō, Quīnte, māla dedimus."   2. Tum
Mārcō "Ubi est," inquit nauta, "pecūnia nostra ?"
"Pecūnia in spēluncā herī fuit," inquit Mārcus, "nunc sub
lectō meō iacet ; nam capsam complēvī."   3. "Cūr nōn
cucurristī, Quīnte," inquit Claudia, "ut agricolās miserōs
monērēs ?"   "Nōn cucurrī," inquit Quīntus, "quia agri-
colae pigrī sunt."   4. "Cūr, mī fīlī, puerōs nōn mīsistī,"
inquit agricola, "ut cymbam meam vidērent ?"   "Mīsī
puerōs," inquit fīlius ; "sed nautae malī Mārcum in aquam
iēcērunt, et Quīntus in tabernāculō nostrō latuit."

II. Translate into Latin :

A. 1. You will sit on the beach to-morrow, girls ; *I* shall lie in the shade.   2. I gave my tablet and your pen to Marcus' teacher.   3. And so the tired sailors ran to the white boat; *we* went to school.   4. Why did the farmer go with you into the big store, boys ?

B. 1. "What did you see in the towns?" said Marcus to Quintus. "I saw strong gates and long streets," replied Quintus.   2. "Claudia is hiding in your tent, Quintus," said Julia; "we will sit in the yard to warn the boys." 3. "You ran into our tent to-day and threw big stones upon the dolls' bed," said Marcella to Marcus and Quintus. "Yesterday you gave me the dolls, and now you have broken the bed."   4. "We saw the teacher to-day," said Quintus to the girls.   "*I* ran to hide in the grass ; Marcus fell into the water."

EXERCISE XXII

THE SECOND OR Ē-CONJUGATION

habeō

SUBJUNCTIVE MOOD   ACTIVE VOICE
PLUPERFECT TENSE

	SINGULAR	PLURAL
1st person	habuissem	habuissēmus
2d person	habuissēs	habuissētis
3d person	habuisset	habuissent

REMARK.   The pluperfect subjunctive active of verbs of all conjugations is inflected in the same way as **habuissem**.   To find the first person singular of the pluperfect subjunctive active of any verb, simply change the -ī of the perfect indicative to -**issem** ; *e.g.*, cucurrī, cucurrissem ; iī, (iissem) īssem ; vēnī, vēnissem ; etc,

avia, -ae, F., *grandmother.*   **cum,** conjunction, *when,*
avus, -ī, M., *grandfather.*   *while, as, since,* etc.
līberī, -ōrum, M., *children.*   **mox,** adverb, *soon.*

MODEL SENTENCES

**Cum Mărcus lupum terrēret, puellae in cymbam cucur-
rērunt,** While Marcus frightened the wolf, the girls ran
into the boat.

Agricolae, cum in silvam vēnissent, ursam occīdērunt,
When the farmers had come into the woods, they killed
a bear.

RULE. *The circumstances under which a thing took
place may be described by the use of the imperfect or plu-
perfect subjunctive, introduced by the conjunction* **cum.**

NOTE. The imperfect subjunctive in this construction describes
action going on at the same time as the action of the main verb
of the sentence, whereas the pluperfect refers to an antecedent
action. See the model sentences above.

REMARK. In the second of the models, note that **Agricolae,** the
logical subject of both clauses, is given first position in the sen-
tence. This is the normal Latin arrangement, but it should not be
copied in the English translation.

READING LESSON

I. Translate into English:

A. 1. Cum puerī ē lūdō vēnissent, Claudia ex āreā
cucurrit, ut mēcum sub scālīs latēret.   2. Mārcī avia
pecūniam mihi et Quīntō dedit; itaque puerī bonī erimus.
3. Līberī, cum in oppidum īssent, Claudiae avum et aviam
in viā vīdērunt.   4. Mārcella in aviae gremiō est, Quīnte.
Cūr nōn in cūnīs iacet puella?

B. 1. "Cum in lūdō sedērem," inquit Iūlia, "librī ē capsā meā in terram cecidērunt." "Poenās tum dedistī?" inquit Claudia. 2. "Ubi est nauta malus?" inquit Quīntus. "Nauta herī agricolam miserum occīdit," inquit Mārcus. "Tum in silvam cucurrit, et nunc in spēluncā latet." 3. "Cūr fīliae agricolārum Mārcum dēfessum in silvam mīsērunt?" inquit Iūlia. "Mārcum mīsērunt," inquit Quīntus, "ut nautam monēret; nam ursae multae in spēluncīs sunt." 4. Quīntus, cum in hortum ex agrīs vēnisset, Mārcō "Ubi sunt corbulae nostrae?" inquit. "Meās corbulās agricolīs bonīs dedī," inquit Mārcus; "sed tuae in āreā sunt."

II. Translate into Latin:

A. 1. When Marcus came from the store, he went into the fields. Soon he will be upon the back of your strong horse, Quintus. 2. *I* threw a stone; but *you* broke the bench. 3. While Julia was teaching the girls, the boys went to see the horses. 4. I will frighten the monkey, so that the boys may fill the cage; for there are many stones in the sand.

B. 1. "Why did the maid come with you from the boat, Claudia?" asked Julia. "My grandmother sent the maid with us," replied Claudia, "because there are many wolves in the woods. While we were sitting there in the shade, I saw a white bear." 2. "What did you see in the forest to-day, my daughter?" said the farmer. "When we came out of the town," replied the girl, "we saw a little wolf. Marcus threw a stone at the wolf, Quintus ran into a cave, and I hid in the grass." 3 "Where are your school bags, girls?" asked Marcella. "Our school bags are (out) in the field," answered the tired girls; "but we have your books."

EXERCISE XXIII

◦ VOCABULARY

ūva, -ae, F., *grape.*
per, preposition, used with the accusative case, *through, by way of,* etc.

vulpēcula, -ae, F., *little fox.*
invēnī, *I found, I have found; I discovered, I have discovered.*

READING LESSON

I. Translate into English:

A. 1. In āreā vestrā vulpēculās multās herī invēnimus.
2. Mārcus vulpēculam dēfessam in caveam dūxit; nōs in agrum cucurrimus. 3. Līberī, cum per silvam vēnissent, in oppidum nōbīscum iērunt, ut lūdum nostrum vidērent.
4. In viā sedeō, ut agricolās moneam; nam lupus validus in hortō latet. 5. Avus et avia mea cum ancillīs ex oppidō herī vēnērunt. Mox in hortō erunt, ut bācās et ūvās et māla magna videant.

B. 1. "Cūr per silvam īstī, fīlia mea?" inquit agricola.
"Per silvam iī," inquit fīlia, "quia puella magna sum; vulpēculās nōn timeō." 2. "Quid in capsā tuā invēnit Mārcus?" inquit Iūlia. "Librōs et stilum invēnit," inquit Claudia; "nam tabulae meae in tabernāculō sunt."
3. "Lectus puerī pigrī sub scālīs est," inquit Mārcus.
"Magister mē mīsit, ut lectum vidērem." 4. "Cūr tibi, Mārce, pecūniam dedērunt agricolae?" inquit Quīntus.
"Pecūniam mihi dedērunt," inquit Mārcus, "quia piger nōn sum. Herī tē in agrōs mīsērunt, sed tū equōs ad aquam nōn dūxistī."

II. Translate into Latin:

A. 1. Once a little fox came into our garden to see the grapes. 2. As Marcus was lying in the grass, he threw

a stone at a little girl.   3. The stones fell upon my grandfather's basket, and broke the white doves' cage. 4. When you had come into the woods, what did you find, my son?   5. I saw a powerful wolf, and Quintus found a tired sailor in the shade.

B.   1. "The teacher has sent us from school," said Claudia to Marcella. "The boys will soon be in the fields," replied Marcella; "then we will sit in the boat and see the shells in the water."   2. "The little fox was afraid of the wolf," said Julia. "But the bear frightened the wolf; and so the little fox has now gone into the cave to lie in the shade."   3. "I warned you to-day, boys," said the teacher, "but you have not given me the apples and berries." "We threw the berries into the mud," replied Marcus, "and the apples are in the water." 4. "Where are the doves?" asked Marcella. "My dove is on the shoulder of the farmer's daughter," replied Julia; "the sailor's bad son has killed yours."

EXERCISE XXIV

IRREGULAR VERB

sum

	IMPERFECT TENSE	SUBJUNCTIVE MOOD
	SINGULAR	PLURAL
1st person	essem	essēmus
2d person	essēs	essētis
3d person	esset	essent

NOTE. The pluperfect subjunctive of this verb is **fuissem.** See the Remark on **habuissem** in Exercise XXII.

VOCABULARY

lūna, -ae, F., *moon*.	**caelum, -ī, N., *sky*.**
stella, -ae, F., *star*.	**-que, conjunction, *and*.**

REMARK. The conjunction -que follows the word to which it belongs, and is written as part of that same word; *e.g.*, **puer puelláque**, "the boy and girl." Note how the addition of -que influences the accent of the word to which it is joined, and compare the effect of -cum in the combinations **nōbīscum** and **vōbīscum** (Exercise XX).

READING LESSON

I. Translate into English :

A. 1. Quid in caelō, Mārce, tū vidēs? Ego lūnam stellāsque videō. 2. Quīntus, cum in cymbā meā esset, saxa in aquam iēcit. 3. Agricolae vōbīs, puerī, pecūniam dedērunt, ut equōs in viā tenērētis. 4. Vulpēcula tua, Iūlia, herī in āreā ūvās multās invēnit. Hodiē bācās habēbit; nam corbulam complēvī.

B. 1. Tum Mārcō "Nauta validus," inquit Quīntus, "mē in cymbam mīsit sīmiamque meam in harēnā terruit." 2. "Claudia, cum ex hortō mēcum vēnisset," inquit Iūlia, "bācās mālaque Mārcī sīmiae dedit." 3. "Ubi est pūpārum lectus, puellae?" inquit Mārcella. "Lectus in tabernāculō est," inquiunt puellae; "itaque ibi cum pūpīs sedēbimus." 4. "Ōlim," inquit nauta piger, "cum lūna in caelō esset, ursa ē spēluncā vēnit et vulpēculam miseram occīdit."

II. Translate into Latin :

A. 1. When your grandfather, boys, had given us books and school bags, he sent us to school. 2. The gate of the town is small, Quintus. 3. What did the powerful horses carry through the fields into the town? 4. My

grandmother and the maid will sit with you, Julia. *I* shall
be in the boat; for I am tired.

B. 1. "When Julia was holding the dove in (her) lap,"
said Claudia, "a big wolf came into the yard." 2. Then
said the farmer's daughter to Marcella, "Why did Marcus
break my chair and bench?" "He broke the bench," re-
plied Marcella, "because you killed our dove yesterday.
But he is not a bad boy; he did not break your chair."
3. "Why are you sitting in the yard, Marcus?" said Quin-
tus; "to see little foxes? The little foxes are now in the
woods; but soon many will be in the fields."

EXERCISE XXV

THE SECOND OR Ē-CONJUGATION

habeō

INDICATIVE MOOD   ACTIVE VOICE

PLUPERFECT TENSE

	SINGULAR	PLURAL
1st person	habueram	habuerāmus
2d person	habuerās	habuerātis
3d person	habuerat	habuerant

REMARK. The pluperfect indicative active of verbs of all con-
jugations is inflected in the same way as **habueram**. To find the
first person singular of the pluperfect indicative active of any
verb, simply change the -ī of the perfect indicative to -eram; *e.g.,*
cucurrī, cucurreram; iī, ieram; vēnī, vēneram; etc.

NOTE. The pluperfect tense is used in referring to a past event
which preceded another past event; *e.g.,* **Mārcus mox in hortum
vēnit; sed Quīntus in agrōs ierat,** *Marcus soon came into the
garden; but Quintus had gone into the fields.*

VOCABULARY

latebrae, -ārum, F., *hiding place.*

ērūpī, *I rushed (out), I burst forth,* etc.

celeriter, adverb, *swiftly, quickly.*

diū, adverb, *for a long time, long,* etc.

READING LESSON

I. Translate into English:

A. 1. Cum puellae dēfessae diū in tabernāculō fuissent, Mārcus in āream vēnit pūpāsque in aquam iēcit. 2. Agricola in oppidum mēcum ierat; itaque Quīntus nōs in agrīs nōn invēnit. 3. In lūdō poenās dedī, quia magistrī stilum frēgeram. 4. Tum ē latebrīs ērūpit Quīntus; sed ego diū in herbā latuī.

B. 1. "Diū ursas nōn invēnimus," inquit agricola. "Tum multae ērūpērunt ē spēluncā magnā, nautāsque validōs terruērunt; et equus meus, cum ursās vīdisset, ē silvā cucurrit mēque per agrōs celeriter vēxit." 2. "Quid Mārcō dedistī, mī filī?" inquit nauta piger. "Mārcō vulpēculam malam dedī," inquit fīlius; "sed mihi Mārcus pecūniam dederat." 3. "Lūna est stella magna," inquit Claudia. "In caelō lūna est," inquit Quīntus; "sed nōn est stella." 4. "Mārcus, cum per āream in hortum cucurrisset," inquit Mārcella, "nōs in cymbam cum Claudiā mīsit, quia in agrō lupum magnum vīderat."

II. Translate into Latin:

A. 1. Your grandmother gave grapes to the children, Quintus. Why did she not give me berries? The farmer had filled the baskets. 2. The tired monkey is hiding in the dolls' bed; he is afraid of the wolf and bear. 3. Then the maid brought us into the fields. There the bears had killed your little fox, boys; for we found the tail. 4. You

have frightened the teacher, Marcus; and so I will teach the children to-day.

B. 1. "My apples fell out of the basket into the mud," said Julia. "Then, when the bad boys had come from school, they threw the apples at our poor doves." 2. "To-day, when I was sitting in the woods," said Quintus to Julia, "I saw a bear. And so I ran quickly to warn Marcus; but he had rushed out of the cave and gone into the sailors' boat." 3. Then said Claudia, "When the sailors had sat for a long time in the sand, they came into the field and sent us into the yard." 4. "When the monkey fell to the ground," said Quintus, "he ran quickly into the cage, and sat there a long time. Now he is afraid of your little foxes, boys."

EXERCISE XXVI

VOCABULARY

sagitta, -ae, F., *arrow.*   **interim,** adverb, *meanwhile, in the meantime.*

READING LESSON

I. Translate into English:

A. 1. In mēnsā sedēbit Quīntus, ut in subselliō Iūlia sedeat. 2. Mārcus, cum in silvā esset, lūnam stellāsque multās in caelō vīdit. 3. Mox lupī ē spēluncīs ērūpērunt; sed interim agricolae validī in silvam cum sagittīs ierant. 4. Nauta cum puellīs fīlium ad lūdum mīserat, ut fīlius puer bonus esset.

B. 1. Tum Mārcō "Tibi tabulam meam dedī," inquit Claudia; "cūr tū Mārcellae capsam nōn dedistī?" 2. "Puerī malī saxa herī in caveam iēcērunt," inquit Claudia; "sed sīmia nostra in tabernāculum cucurrerat.

Ibi diū sub lectō latuit." 3. "Hodiē agricolae, cum in silvam celeriter vēnissent," inquit Mārcus, "ursam albam lupumque magnum occīdērunt." 4. "Quid in silvā vīdistis, Mārce?" inquiunt puellae. "Cum ex agrīs in silvam vēnissēmus," inquit Mārcus, "Quīntus ursās timuit, sed ego ad spēluncam iī. Ibi sīmiae vestrae caudam vīdī, puellae." 5. "Cum Quīntus corbulam agricolae dedisset," inquit Iūlia, "celeriter in hortum cucurrimus."

II. Translate into Latin :

A. 1. I shall sit in the shade with you, my boy. 2. They have sent you, Quintus, to hold my monkey in your lap. 3. When the farmers were in the fields, a bad wolf went into the garden ; but he did not find the little fox. 4. The wolf killed a monkey, but the little fox had hidden in the grass. 5. And so the farmer's sons threw the apples into the large baskets.

B. 1. "You will soon see the girls, Claudia," said Quintus ; "in the meantime they will be in the boat with me." 2. "When the boys had thrown stones for a long time into the garden," said Julia, "they ran swiftly into the woods to hide in the cave." 3. "Once," said Marcus, "Julia had brought your little fox to school, Quintus. But the sailor's lazy son threw books and tablets at the girl and little fox." 4. "Meanwhile the bears had killed a farmer's horse," remarked the girl. "I saw the poor horse," said the sturdy sailor. "To-day I shall sit in the woods to frighten the bears ; for I have arrows." 5. "Where were you, boys?" asked Marcella. "Had you gone to the cage to see the white doves?"

EXERCISE XXVII

MODEL SENTENCE

Mārcus sagittā columbam occīdit, Marcus killed the dove with an arrow.

RULE. *The ablative without a preposition is used to tell the means by which anything is done. This use is known as the Ablative of Means.*

REMARK. Quite frequently, as in the above example, the Ablative of Means is conveniently rendered by " with." This " with " must not be confused with the " with " meaning "in company with," which, as previously shown, is represented in Latin by **cum** (and the ablative case). This latter construction is called the Ablative of Accompaniment.

VOCABULARY

pulcher, -chra, -chrum, *beau- tiful, pretty,* etc.

ēmī, *I bought, I have bought.*

READING LESSON

I. Translate into English :

A. 1. Itaque tuārum pūpārum cūnās harēnā puerī parvī complēvērunt, Iūlia. 2. Agricola, cum in oppidum cum fīliā pulchrā vēnisset, ibi bācās mālaque multa ēmit. 3. Nam agricolae dēfessī interim in silvam mēcum ierant, ut in umbrā iacērent. 4. Cūr, Quīnte, sīmiam meam saxō occīdistī ?

B. 1. " Cūr in tabernam iit Quīntus, Claudia ? " inquit Iūlia. " Quīntus herī capsam pulchram in tabernā vīdit," inquit Claudia ; " hodiē pecūniam habet." 2. " Corbulās

mālīs complēvimus," inquiunt puellae, "quia agricolārum fīliae nōbīs bācās dederant." 3. "Cūr sub scālīs latet Mārcus piger?" inquit Mārcella. "Quia puer est malus," inquit Claudia; "nam cum equōs in agrōs dūxisset, celeriter in hortum cucurrit, ut ūvās vidēret, ibique columbārum caveam lutō complēvit." 4. "Avus meus," inquit Iūlia, "cum in silvam vēnisset, lupōrum spēluncam invēnit, lupumque validum sagittīs occīdit."

II. Translate into Latin:

A. 1. Meanwhile we had gone into the fields with the farmers to frighten the horses with stones. 2. And so, when the pretty maid had sat for a long time in the shade with the sturdy sailor, she ran through the yard to fill the children's school bags with tablets and books. 3. For your grandmother has sent the farmer's big daughter, so that you would be good boys.

B. 1. "Soon many boys came with stones," said Julia, "and broke the dolls' pretty table." "Why did you not send me into the yard to frighten the bad children?" asked Quintus. 2. "Where did you find your sandals, girls?" said Claudia. "When we came into the yard and were sitting in the tent," replied Julia, "we saw Marcella's sandals in the grass; Marcus had thrown mine into the water." 3. "Quintus will hold the dove," said Marcus; "meanwhile we will warn the farmer, and scare the little foxes." 4. "The monkey's hiding place is under the stairs," said Marcus. "Yesterday he lay there a long time. But to-morrow the bad boys will be at school, and the monkey will then sit in the cage."

EXERCISE XXVIII

PERSONAL PRONOUN

THIRD PERSON

is, ea, id ; *he, she, it*

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	is	ea	id *it, this*	eī, iī, ī	eae	ea
Gen.	eius	eius	eius	eōrum	eārum	eōrum
Dat.	eī	eī	eī	eīs, iīs, īs	eīs, iīs, īs	eīs, iīs, īs
Acc.	eum	eam	id *this it*	eōs	eās	ea
Abl.	eō	eā	eō	eīs, iīs, īs	eīs, iīs, īs	eīs, iīs, īs

REMARK. It must be remembered that the names of *things* in Latin may be either masculine, feminine, or neuter. Hence English "it" is variously represented in Latin. For example, in referring to a book (**liber**), "it" must be rendered by **is ;** but in speaking of a table (**mēnsa**), **ea** should be used ; and **id** would be the proper form when speaking of an apple (**mālum**).

NOTE. Like the other personal pronouns (**ego** and **tū**), the pronoun of the third person is in general written as subject of a verb only for clearness or emphasis, or to mark a contrast ; *e.g.*, **Ego et Mārcus pigrī sumus ; ego in tabernāculō iaceō, is in herbā sedet,** *Marcus and I are lazy ; I am lying in the tent, he is sitting in the grass.*

VOCABULARY

cēna, -ae, F., *dinner.*   coquus, -ī, M., *cook.*
culīna, -ae, F., *kitchen.*   obēsus, -a, -um, *stout, fat.*
patera, -ae, F., *dish, plate.*   ēdī, *I ate, I have eaten.*

READING LESSON

I. Translate into English :

A. 1. Ubi est coquus ? Cūr eī paterās nōn dedistis ?
2. Cum in cymbā cum puellīs essēmus, lupum validum
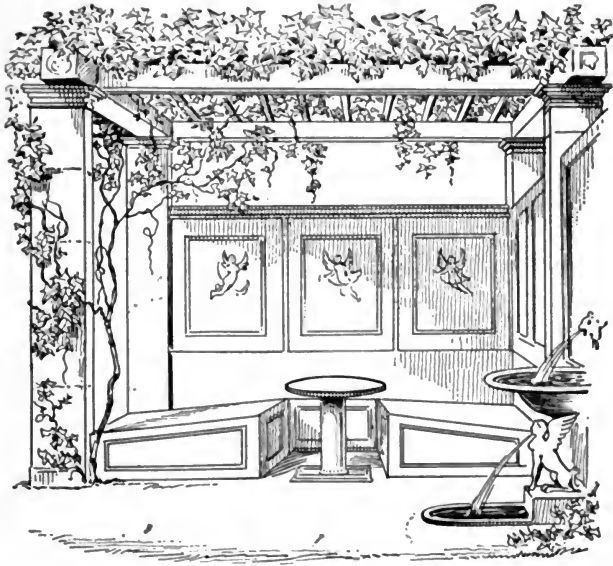
AN OUTDOOR DINING ROOM

This corner of the courtyard of a house in Pompeii is restored in the illustration to something like its appearance before the eruption of Vesuvius in 79 B.C. In the center is a round stone table (*mēnsa*), on three sides of which are sloping couches of masonry. On occasion these couches were covered with cushions, and here guests would recline to partake of a feast (*cēna*), each man helping himself to the good things which the slaves placed on the table in the center. The pillars supporting the roof of the arbor were built of brick.

in harēnā vīdimus. Itaque eum sagittā nauta occīdit.
3. Ego et Mārcus in silvam vēnerāmus; tum, cum diū in umbrā sēdissēmus, ego in hortum iī, is ad tabernam.
4. Coquus obēsus per culīnam cucurrit, pateramque magnam in sīmiam malam iēcit, quia ea līberōrum cēnam ēderat.

B. 1. Tum Quīntō "Ubi est patera mea?" inquit Mārcus. "Eam sub mēnsā videō," inquit Quīntus.
2. "Cūr sub pūpārum lectō latet vulpēcula, Quīnte?" inquit Claudia. "Vulpēcula, cum in āream vēnisset," inquit Quīntus, "Iūliae columbās pulchrās vīdit, eāsque terruit; itaque nunc Iūliam timet." 3. "Avī equīs dēfessīs, cum ex agrīs herī īssent," inquit Mārcus, "māla multa dedī; crās herbā corbulam meam complēbō." 4. "Coquus bācās ūvāsque ēmerat," inquit Mārcella; "sed, cum is in culīnā sedēret, puerī malī bācās ūvāsque iēcērunt in aquam, corbulāsque lutō complēvērunt."

II. Translate into Latin:

A. 1. The farmers' dinner is on the horse's back; their plates are in the basket. 2. While the tired cook was lying on the sailor's bed, a little white fox came into his kitchen and ate the grapes. 3. Marcus went into the yard to see the beautiful moon and stars in the sky. He did not see them, for he fell into the mud. 4. Why did your grandmother and the stout maid go to town, Julia? 5. Why did the sailor come quickly from the gate of the town?

B. 1. "A poor boy came from the woods yesterday," said Julia, "to fill (his) baskets with berries. We gave him apples and grapes." 2. "What did the sailor give you, Marcus?" asked Julia. "When the wolves rushed forth from (their) hiding place," said Marcus, "the sailor gave

me arrows, and with them I killed a bear and a wolf."
3. "While I was hiding in the shade to frighten a little
fox," said Claudia, "my school bag fell to the ground.
Now I do not see it." 4. "The teacher sent the lazy
cook to the store," said Marcella; "and while he was
sitting there on a bench, Marcus ran into the kitchen with
Quintus. There the bad boys ate the teacher's dinner
and broke his plates."

EXERCISE XXIX

THE SECOND OR Ē-CONJUGATION

habeō

INDICATIVE MOOD   ACTIVE VOICE

IMPERFECT TENSE

	SINGULAR	PLURAL
1st person	habēbam	habēbāmus
2d person	habēbās	habēbātis
3d person	habēbat	habēbant

Conjugate in the same way the imperfect indicative
active of compleō, doceō, iaceō, lateō, moneō, etc.

NOTE. The imperfect tense is used to describe something as
going on at a definite point or period in past time ; *e.g.*, **Mārcus in
āream vēnit ; ego tum in tabernāculō sedēbam,** *Marcus came into
the yard ; I then* WAS SITTING *in the tent.*

REMARK. In the above example, note carefully how the use of
vēnit differs from that of **sedēbam.** Thus the perfect **vēnit** simply
states that something *happened*, whereas the imperfect **sedēbam**
tells what *was happening* at that very same time (compare the use
of the imperfect subjunctive in clauses introduced by **cum,** Exer-
cise XXII). This peculiar force of the imperfect tense cannot be
too firmly fixed in the mind.

Compare the meanings of the following tenses:

Present	**sedeō**	*I sit, I am sitting.*
Imperfect	**sedēbam**	*I was sitting.*
Perfect	**sēdī**	*I sat, (I have sat) I have been sitting.*

In the same way, give the meaning of each of these tenses of **compleō, doceō, iaceō, lateō, moneō, teneō, terreō, timeō, videō.**

REMARK. For the imperfect of **habeō**, the exact translation "I was having" is often hardly good English. But though we are generally thus forced to render **habēbam** by "I had," we may still *feel* the difference of meaning between it and the perfect **habuī.**

VOCABULARY

pōculum, -ī, N., *cup.*	**ēbrius, -a, -um,** *intoxicated,*
vīnum, -ī, N., *wine.*	*drunken.*

READING LESSON

I. Translate into English :

A. 1. Itaque herī nauta in culīnā cum agricolā dēfessō sedēbat. 2. Coquus, cum in culīnam vēnisset pōculaque magistrī aquā complēvisset, nautae obēsō et agricolae pigrō vīnum dedit. Hodiē in viā ēbriī iacēbunt nauta et agricola. Ibi eōs puerī puellaeque vidēbunt.

B. 1. Tum Claudiae "Cūr sīmia tua in caveam cucurrit?" inquit Iūlia. "Nauta ēbrius per āream iit," inquit Claudia, "eamque terruit; nam in tabernā vīnum ēmerat." 2. "Cum in culīnā essēmus," inquit coquus, "vulpēculam pulchram in āreā vīdimus." "Cūr eam nōn occīdistis?" inquit nauta. "Cucurrimus in āream," inquit coquus; "sed interim ex agrīs agricola cum validīs fīliīs vēnerat. Is sagittā vulpēculam occīdit." 3. "In herbā coquī pa-

terās multās invēnimus," inquit Mārcus; "sīmia eās saxō frēgerat."

II. Translate into Latin:

A. 1. I was hiding under the table. There my grand-mother found me; for she had filled my school bag with many grapes. 2. And so, when the intoxicated farmer came out of the store, he ran swiftly into the fields. 3. Meanwhile the sailor's strong monkey had broken the farmer's cups and thrown his wine into the water. 4. What did the girls see in the street, my son?

B. 1. "When Marcus and I came to the gate," said Julia, "we sent Quintus into the town to warn the good farmer; for a wolf had come from the woods and was frightening the horses." 2. "Quintus and Claudia were teaching the monkeys," said Marcus; "she was sitting on the doll's table, he was lying in the grass." 3. "The boys have filled the cups with water," said the fat cook to the girls; "soon the dinner will be on the table."

EXERCISE XXX

IRREGULAR VERB

sum

IMPERFECT TENSE   INDICATIVE MOOD

	SINGULAR	PLURAL
1st person	eram	erāmus
2d person	erās	erātis
3d person	erat	erant

REMARK. English quite lacks a special and exact rendering for the imperfect of this verb, both fuī and eram being translated by "I was."

corvus, -ī, M., *raven.*
domum cucurrī, *I ran home,*
   I have run home.

rīpa, -ae, F., *bank* (of a
   stream).
rīvus, -ī, M., *stream.*

REMARK. The form **domum** may thus be used with any verb
of going or sending : *e.g.,* **domum vēnit,** *he came home;* **domum
Quīntum mīsī,** *I sent Quintus home;* etc.

READING LESSON

I. Translate into English :

A. 1. Cum ad rīvum vēnissēmus, līberī saxa multa in
aquam iēcērunt; sed mox in herbā cum ancillā sedēbant.
2. Ē lūdō domum celeriter cucurrimus; nam Mārcus et
Quīntus tum in cymbā erant.   3. Iūlia columbās in gre-
miō diū tenuit; corvus interim in umerō nautae validī se-
dēbat.   4. Puerī puellaeque per oppidī portam cucurre-
rant, ut agricolārum obēsōrum pōcula vīnō complērent.

B. 1. "Interim ego et Claudia," inquit Iūlia, "coquī
soleās invēnerāmus in culīnā eique dederāmus."   "Ubi
est eius pecūnia?" inquit Mārcella.   2. "Lupus," inquit
agricola, "cum ē spēluncā ērūpisset, ad rīpam celeriter
cucurrit.   Ibi latēbat ursa magna.   Ea, cum lupum vīdis-
set, ē latebrīs ērūpit, eumque occīdit."   3. "Equī nostrī
līberōs ex oppidō in silvam vēxerant," inquit Claudia.
"Tum per agrōs vēnit Quīntus.   Mox ancilla eum Mār-
cumque ad rīvum mīsit, quia pōcula habēbant.   Nōs inte-
rim in herbā iacēbāmus."

II. Translate into Latin :

A. 1. And so we had gone into the garden and
were filling your baskets, Claudia, with beautiful grapes.
2. When the tired farmer had sent (his) sons into the

town, he sat long on the bank of a small stream. There he saw a raven and killed it with a stone. 3. We are hiding with a fat boy to frighten the teacher. Why is Marcus hiding with you, girls?

B. 1. "Once we found a little fox on the bank of the stream and threw it into the water," said the sailors to Marcus. "Why did you not give it to me?" asked Quintus. 2. "We saw a drunken sailor in the shade," said Julia; "I ran home, but the boys brought little wolves from the woods so as to frighten him." 3. "When the cook had gone to the stream," said Quintus, "I came into the kitchen. A raven was hiding there under the table, and I threw a plate at him." 4. "Marcella was a good girl to-day," said Claudia; "for she gave the little boys pens because they had found her school bag."

EXERCISE XXXI

THE SECOND OR Ē-CONJUGATION

habeō

PRESENT INFINITIVE ACTIVE VOICE

habēre, *to have*

NOTE. All verbs of the second conjugation form the present infinitive active in this same way.

VOCABULARY

coepī, *I began, I have begun.*

māluī, *I preferred, I have preferred.*

nōluī, *I refused; I did not want; I was unwilling, I have been unwilling.*

potuī, *I could; I was able, I have been able.*

voluī, *I wanted, I have wanted; I was willing, I have been willing.*

NOTE. Each of the above verbs may govern the present infinitive ; *e.g.*, **timēre coepī**, *I began to be afraid;* **māluistī sedēre**, *you preferred to sit;* **Mārcus voluit equōs vidēre**, *Marcus wanted to see the horses.*

READING LESSON

I. Translate into English :

A. 1. In silvā lupus validus nōs terruit; itaque ego domum cucurrī, sed Mārcus dēfessus in agrīs latēre māluit. 2. Claudia corvum miserum in gremiō tenēre nōluerat, et cum pūpīs in umbrā iacēbat. 3. In agrō erat rīvus pulcher; nam in rīpā erant bācae et rosae multae. 4. Ubi fuit herī pōculum nostrum, Quīnte ? Nam puellae, cum in āream vēnissent, id voluērunt aquā complēre, sed nōn invēnērunt.

B. 1. "Ubi est Quīntus, puellae ?" inquit Mārcella ; "nam nautae pigrī equus albus in hortō nostrō est. Ego eum terrēre nōn potuī." 2. "Coquus ēbrius, cum in oppidō vīnum ēmisset," inquit Mārcus, "nautae dēfessī pōculum complēre nōluit. Itaque is pōculum iēcit in corbulam coquī miserī, eiusque paterās frēgit." 3. Tum Quīntō "Cum in culīnā essēmus," inquit puer parvus, "vulpēcula ex agrīs in āream vēnit, et Iūliae columbās terrēre coepit. Nōs ē culīnā ērūpimus ; sed vulpēcula celeriter in hortum cucurrit, ut in herbā latēret. Interim avus meus cum sagittīs in hortum vēnerat ; itaque ibi vulpēcula mala poenās dedit."

II. Translate into Latin :

A. 1. Julia's grandmother sent Marcus to see the teacher's boat. *We* preferred to fill our baskets with apples in the garden. 2. You refused to sit with me on the bench. 3. When your monkeys had thrown many grapes and berries into the water, boys, they ran home and

hid in the tent. 4. Then the farmer began to warn the sailor's pretty daughter; for she had refused to teach the poor children.

B. 1. "What did you want to see in the woods yesterday?" said Julia to Marcella. "I wanted to see a bear," replied Marcella. "And so the boys hid in a cave; but they could not frighten me." 2. "Where were the cups and plates?" asked the girls. "The cups were on the bank of the stream," replied Quintus, "and the plates were in the grass with your baskets." 3. "When we had come home through the fields," said Marcus, "Quintus began to fill the girls' school bags with water, and I threw mud into the dolls' cradle. Then my grandfather sent the stout maid to warn us; and so we ran quickly into the woods."

EXERCISE XXXII

IRREGULAR VERB

sum

PRESENT TENSE	SUBJUNCTIVE MOOD	
	SINGULAR	PLURAL
1st person	sim	sīmus
2d person	sīs	sītis
3d person	sit	sint

VOCABULARY

laetus, -a, -um, *pleased, happy.* rapuī, *I seized, I have seized;*
tūtus, -a, -um, *safe.* *I stole, I have stolen,* etc.

READING LESSON

I. Translate into English:

A. 1. Magister capsās mālīs magnīs complet, ut puellae bonae laetae sint. 2. Agricolae fīliī validī ad lūdum cum

Quīntō vēnerant; sed eōs docēre magister nōluit.   3. Mār-
cus, cum nautae obēsī cymbam pulchram vīdisset, celeriter
domum cucurrit; ego in harēnā sedēre māluī, ut corbulam
meam conchīs complērem.   4. Iūlia sīmiam tenet, ut
columba tūta sit.   Ea nunc in Claudiae gremiō latet.

B. 1. "Coquus, cum in rīpā corvum parvum invēnisset,"
inquit Claudia, "per agrōs domum iit, corvumque mihi
dedit."   2. "Herī cum puerīs per silvam ad rīvum iī,"
inquit Mārcus.   "Ibi cum in aquā essēmus, vulpēcula mala
ē spēluncā vēnit cēnamque ēdit nostram."   3. "Ubi sunt
pōcula?" coquō inquit agricola.   "Nautae sīmia hodiē pō-
cula multa et vīnum rapuit," inquit coquus; "itaque nautam
ēbrium mox vidēbimus."

II.   Translate into Latin:

A. 1♪ The horses ran through the garden, and are now
in the yard.   2. The girls are sitting with us in the tent,
so that the dolls may be safe.   3. Your grandmother,
Julia, sent the fat boy to the store; meanwhile I began to
fill his school bag with sand.   4. And so when we had
killed the wolf, we went into the cave.   There we found a
bear, but could not frighten her with our arrows.

B. 1. "Yesterday, boys, while your tired grandfather
was lying in the garden in the shade," said Julia, "he saw
a wolf and wanted to frighten it, because his horses were
not safe.   But a bear ran quickly through the fields, and
the wolf hid in the woods."   2. "I am sitting in the
yard, my son," said the sailor, "so that you will be a good
boy.   Yesterday you were lazy; you did not lead the
horse to the stream."   3. "The grapes fell from the
poor boys' baskets into the water," said Marcella, "and
now they are afraid of the farmer.   We will fill their bas-
kets with many apples and berries."   4. "The sailor's

son was happy to-day," said Quintus; "for Marcus had given him an arrow. But to-morrow I shall hide in the woods and frighten him."

EXERCISE XXXIII

THE SECOND OR Ē-CONJUGATION

habeō

ACTIVE VOICE

	INDICATIVE MOOD FUTURE PERFECT TENSE		SUBJUNCTIVE MOOD PERFECT TENSE	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	habuerō	habuerimus	habuerim	habuerīmus
2d person	habueris	habueritis	habuerīs	habuerītis
3d person	habuerit	habuerint	habuerit	habuerint

REMARK 1. As an aid to the memory, note that the last syllables of the future perfect indicative forms spell out the future of the verb **sum**, excepting in the third person plural; and that the perfect subjunctive is the same as the future perfect indicative, with the exception of the first person singular and the fact that the **i** is long in three forms.

REMARK 2. The future perfect indicative and the perfect subjunctive of verbs of all conjugations are inflected in the same way as **habuerō** and **habuerim**. To find the first person singular for any verb, change the -ī of the perfect indicative to -erō and -erim; e.g., cucurrī, cucurrerō, cucurrerim; iī, ierō, ierim; vēnī, vēnerō, vēnerim; fuī, fuerō, fuerim; etc.

REMARK 3. The future perfect tense refers to a future event completed before another future event; e.g., **Mārcus mox in cymbā erit; ego interim ex agrīs vēnerō**, *Marcus will soon be in the boat; meanwhile I shall have come from the fields.* The perfect subjunctive is used mostly in dependent clauses, in ways to be explained elsewhere.

VOCABULARY

gallīna, -ae, F., *hen, chicken.*   ōvum, -ī, N., *egg.*
nīdus, -ī, M., *nest.*   fūrtim, adverb, *stealthily.*

READING LESSON

I. Translate into English:

A. 1. Mārcī sīmia hodiē columbārum nīdum invēnit,
ōvaque multa frēgit.   2. Vulpēcula, cum fūrtim in āream
īsset, Quīntī gallīnās rapuit; interim Mārcī gallīna alba in
caveā tūta erat.   3. Lūnam stellāsque vidēre voluī, sed
Mārcus mēcum in hortō sedēre nōluit.   4. Ex agrīs
vēnī, ut coquum ēbrium vidērem.   Eum nōn vīdī, sed in
āreā agricolae fīliōs obēsōs invēnī; coquī paterās ē culīnā
rapuerant.

B. 1. "Ursam videō," inquit Quīntus.   "Ubi latēbis,
Claudia, ut tūta sīs?"   "Herī in tabernāculō latuī," inquit
Claudia.   "Ibi lupus mē vidēre nōn potuit."   2. "Crās
laeta erō," inquit Mārcella; "in silvā tum sedēbimus, et in
corbulīs erit cēna pulchra."   3. "In silvam ad rīvum
iimus," inquit Mārcus; "cumque ibi in rīpā sedērēmus,
nautae validī celeriter vēnērunt ex oppidō cymbamque
nostram rapuērunt.   Quīntus domum celeriter cucurrit,
ut avum nostrum monēret; ego interim in herbā latuī."

II. Translate into Latin:

A. 1. We have come to see the doves' eggs, Quintus.
Where is the nest?   2. Why did you bring your little fox
into the yard, boys?   My pretty hens are afraid of it.
3. We began to be afraid of the drunken sailor; but Mar-
cus gave him money and sent him home.   4. Meanwhile
the bear had gone stealthily from the cave; and so the
tired boys did not discover its hiding place.

B. 1. "The farmer came to-day," said Julia, "to fill the stream with stones. Quintus was happy; for he had long wanted to see the farmer's white horses." 2. "When the boys were hiding in the grass to frighten the girls," said Claudia, "the sailor's lazy son came into the tent and stole your raven's cage, Julia." 3. "Once upon a time," said Quintus, "a little fox came through the forest to see the farmer's chickens. But the farmer's sons were sitting in the garden; and so they killed the poor little fox."

EXERCISE XXXIV

SYNOPSIS OF THE VERB

In summarizing the forms of a verb it is necessary to recognize a standard order of tenses. Thus, the synopsis of **habeō** and **sum** would be arranged as follows:

ACTIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
Pres. Tense	habeō	sum	habeam	sim
Imperf. Tense	habēbam	eram	habērem	essem
Fut. Tense	habēbō	erō		
Perf. Tense	habuī	fuī	habuerim	fuerim
Pluperf. Tense	habueram	fueram	habuissem	fuissem
Fut. Perf. Tense	habuerō	fuerō		

It is of the greatest importance that this order of tenses be firmly fixed in the mind, (1) because forms are most readily recalled when they are arranged in a definite order, and (2) because, in taking up a new conjugation, the fixed place for each tense helps to bring out clearly the points of similarity and difference between the new forms and those of the same tenses of conjugations already learned.

The above synopsis gives the first person singular of each tense. Following the same order of tenses, give a synopsis of **habeō** and **sum** in the second person singular, the third person singular, the first person plural, etc. This exercise should be repeated until a synopsis in any person and number can be given without hesitation or mistake.

<center>VOCABULARY</center>

folium, -ī, N., *leaf.*   **īrātus, -a, -um,** *angry, enraged, etc.*
rāmus, -ī, M., *branch.*

<center>READING LESSON</center>

I. Translate into English:

A. 1. Itaque puellae bonae columbārum nīdōs foliīs complēvērunt. 2. Herī, cum gallīnae in rāmō sedērent, puerī malī iēcērunt saxa, eāsque terruērunt. 3. Crās in rīvō cymbam pulchram habēbō, vōsque mēcum in eā sedēbitis. 4. Ē corbulā coquī, cum is vulpēculam terrēret, ōva in saxa cecidērunt.

B. 1. "Hodiē nautae filium domum mīsī," inquit Mārcus. "Tum nauta īrātus, cum in hortum nostrum vēnisset, rāmōs frēgit gallīnāsque tuās, Iūlia, occīdit." 2. "Cūr in foliīs dēfessī iacētis, puerī?" inquit agricola. "Avia vestra in tabernāculō est; coquum ēbrium timet." 3. "Puer piger ex hortō fūrtim in agrōs ierat," inquit Claudia. "Ibi bācās magnās invēnit; sed mox ursae multae vēnērunt ē silvā, puerumque miserum rapuērunt." 4. "Per viās longās equī agricolam ad oppidum vēxērunt," inquit Mārcella; "interim eius fīliī pigrī nautārum cymbam aquā complēbant."

II. Translate into Latin:

A. 1. The enraged cook threw eggs at the fat sailor. 2. *I* am safe; but Quintus has gone into the woods to fill

the baskets with leaves, and there are bears in the caves.
3. When the boys saw the nest of the doves they broke
the branch and stole the eggs.   4. Why did you begin to
frighten my monkey, Marcus?

B. 1. "Then your grandmother's strong maid came
quickly through the gate of the town, boys," said Julia,
"and found the chickens on the bank of a stream."
2. "Marcus went stealthily into the kitchen," said Quintus,
"and took a cup.   And so we filled it with sand and gave
it to the sailor's monkey.   The monkey broke the cup, and
now the cook is angry."   3. "What did you find under the
cook's table, Quintus?" asked Julia.   "I did not find my
ball," replied Quintus; "but I saw there your school bag
and Claudia's pen."

EXERCISE XXXV

THE PRINCIPAL PARTS OF THE VERB

To conjugate a regular verb, it is necessary to know, in
addition to the first person singular of the present indica-
tive, the three following forms: (1) the present infinitive
active, (2) the first person singular of the perfect indicative
active, and (3) the perfect passive participle; *e.g.*, **videō,
vidēre, vīdī, vīsus.**   These four forms are known as the
Principal Parts of the verb.

REMARK 1.   When once the principal parts are known, all the
other forms of a regular verb can easily be found.   For example,
the present infinitive **vidēre** shows that **videō** is of the second con-
jugation (hence **vidēbam, vidēbō; videam, vidērem**), and from the
perfect indicative **vīdī** we find **vīderam, vīderō; vīderim, vīdissem.**
The perfect passive participle gives the key to certain passive
forms, as will be shown later.

REMARK 2. Many verbs, otherwise regular, lack certain forms and, therefore, show less than four principal parts. So, for example, verbs which because of their meaning are not used in the passive.

Learn the principal parts of the following verbs of the second conjugation :

having been frightened

habeō, habēre, habuī, habitus.   compleō, complēre, com-
So **moneō** and **terreō.**   plēvī, complētus.
iaceō, iacēre, iacuī.   doceō, docēre, docuī, doctus.
So **lateō, teneō,** and **timeō.**   sedeō, sedēre, sēdī, sessum.
                              videō, vidēre, vīdī, vīsus.

VOCABULARY

locus, -ī, M. (plural, **loca,**   **idōneus, -a, -um,** *suitable.*
  -ōrum, N.), *place, spot.*   **iam,** adverb, *now.*

REMARK. The use of **iam** ("now") is not altogether the same as that of **nunc.** The latter word refers to the present of the speaker, *e.g.,* **Mārcus nunc in cymbā est,** *Marcus is now in the boat;* but **iam** can equally well be used in speaking of an event that is past, as, **In silvam iam vēnerāmus,** *We had now come into the forest.*

RULE. *To mark a question,* **-ne** *may be added to the first word of a sentence; e.g.,* **Librúmne vīdistī?** *Did you see the book?* **Estísne in hortō, puellae?** *Are you in the garden, girls?*

REMARK 1. Note how the addition of **-ne** causes the accent of the word to which it is joined to shift to the last syllable. Compare the influence of **-cum** and **-que** upon the accent of the words to which they are joined.

REMARK 2. In sentences introduced by **cūr, quid, ubi,** or any other interrogative word, **-ne** must not be used.

READING LESSON

I. Translate into English :

A. 1. Meamne capsam vīdistis, puerī? Herī in tabernāculum eam iēcī. 2. Puerīne in silvam iērunt, Quīnte? Locumne idōneum invēnērunt? 3. Agricolae bonī equus līberōs in loca tūta vēxit. Interim nautae fīlius in oppidum ierat, ut corbulam sagittīs complēret. 4. Voluistīne, mī fīlī, columbārum ōva nīdumque vidēre?

B. A Marauder Punished

Tum puerīs "Ōlim," inquit Iūlia, "lupus malus, cum ē spēluncā fūrtim vēnisset, per silvam iit in agrōs agricolārum miserōrum, eōrumque equōs occīdit. Itaque agricolae īrātī ursam albam ē caveā dūxērunt in agrōs, et cum eā in herbā latuērunt. Sed lupus iam domum cucurrerat, et in spēluncā tūtus iacēbat. Itaque agricolae, cum diū in herbā latuissent, cum ursā celeriter iērunt in silvam, ibique lupī latebrās invēnērunt. Tum laetī ursam mīsērunt in spēluncam, lupusque malus poenās dedit."

II. Translate into Latin :

A. 1. Did my little fox frighten your chickens, Marcus? 2. Why did the angry sailor fill our tent with stones? 3. Are you in the yard, Quintus? *We* are in the kitchen. 4. What did your grandfather's cook buy in the town, girls? We wanted to see his basket, but he was unwilling.

B. 1. "On the bank of a small stream we found an arrow and a basket," said Marcus. "Quintus broke the arrow with a stone, and I threw the basket into the water. Meanwhile the farmer was filling (his) cup with wine; and so he did not see us." 2. "When I went into the garden yesterday," said Claudia, "I found a suitable place, and

sat for a long time in the shade. Then the boys came home from school, and began to frighten your raven, Julia. And so I ran into the yard to warn your grandfather."

EXERCISE XXXVI

THE FIRST OR Ā-CONJUGATION

vocŏ, vocāre, vocāvī, vocātus, *call, summon*

ACTIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocŏ	vocāmus	vocem	vocēmus
2d person	vocăs	vocātis	vocēs	vocētis
3d person	vocat	vocant	vocet	vocent

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocăbam	vocābāmus	vocārem	vocārēmus
2d person	vocăbās	vocābātis	vocārēs	vocārētis
3d person	vocăbat	vocābant	vocāret	vocārent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	vocăbŏ	vocăbimus
2d person	vocăbis	vocăbitis
3d person	vocăbit	vocăbunt

REMARK. The above forms can easily be memorized by comparing them with the corresponding forms of **habeŏ**. Thus, in the imperfect indicative and subjunctive, and in the future indicative, the formation of the two conjugations is very similar, the only difference being that **habeŏ** has **ē** and **vocŏ** has **ā** in the second syllable of each form. For purposes of comparison, it may be

found convenient here and elsewhere to consult the Summary of Forms, page 204 ff.

NOTE. The perfect indicative **vocāvī** is given above among the principal parts of the verb. With this as a base, give a synopsis of **vocō** in the first person singular of the perfect, pluperfect, and future perfect tenses.

VOCABULARY

dō, dare, dedī, datus, *give* (see   **properō, properāre, properāvī,**
    Summary of Forms, p. 218).   **properātum,** *hurry, hasten.*

REMARK. Wherever the principal parts of a verb are given in full, it is customary (as in this Exercise) to state the meaning of the verb in the most general terms, without attempting to translate exactly any one of the principal parts. From the general definition the meaning of any particular form can easily be derived.

READING LESSON

I. Translate into English:

A. 1. Puerōs vocābimus, ut corvum meum videant. 2. Mīsistisne Mārcum dēfessum, cum ē lūdō vēnisset, ut agricolam vocāret? 3. Cūr ad cymbam īstī? ut nautae obēsō librum darēs? 4. Estne Mārcus in agrīs? Quīntus in āreā est; nam nautae fīliō gallīnam dat.

B. The Fox and the Chickens

"Herī," inquit Mārcus, "avus meus cum agricolīs validīs in silvam iit, ut spēluncās latebrāsque ursārum vidēret. Ibi cum sedēret in foliīs, vulpēcula fūrtim ē silvā in agrōs vēnit, et celeriter cucurrit in hortum nostrum gallīnāsque multās rapuit. Interim agricolae ursārum spēluncās invēnerant; itaque avum meum vocābant. Sed iam in silvam vēnerat Quīntus, ut avum agricolāsque vocāret, quia vulpēcula gallīnās rapuerat. Itaque avus īrātus domum properāvit; sed nautae fīlius iam vulpēculam occīderat."

II.   Translate into Latin:

A. 1. Did the boys hurry to a suitable place? Did they eat berries in the woods?   2. What are you giving to the raven, Quintus? *I* gave him an apple to-day.   3. Are the girls calling me to see the doll's chair? I saw it yesterday.   4. Is Marcus glad because the farmer's lazy son did not break the doves' eggs?

B. 1. "To-morrow," said Julia, "we will hurry from school and fill our baskets with berries."   2. "Why are you in the yard, girls?" asked Claudia.   "We are calling the boys," replied the girls.   "But they are in the fields; and so they do not see us."   3. "The farmer gave me a basket," said Marcus, "and went with me to the boat. The sailor's sons could not give us his beautiful shells, but I found many in the sand."

EXERCISE XXXVII

THE THIRD DECLENSION

CONSONANT STEMS

flōs, M., *flower*   **arbor**, F., *tree*   **lītus**, N., *shore*

	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	flōs	flōrēs	arbor	arborēs	lītus	lītora
Gen.	flōris	flōrum	arboris	arborum	lītoris	lītorum
Dat.	flōrī	flōribus	arborī	arboribus	lītorī	lītoribus
Acc.	flōrem	flōrēs	arborem	arborēs	lītus	lītora
Abl.	flōre	flōribus	arbore	arboribus	lītore	lītoribus

REMARK 1. Nouns of this declension vary widely in the form of the nominative singular, but the genitive always ends in -**is**, as in the above examples.

REMARK 2. Note that here (as in all other declensions) the accusative case of a neuter noun is the same as the nominative, both in the singular and in the plural.

Gender. There is no simple rule for the gender of nouns of the third declension, and it is therefore necessary to learn the gender of each word as it is taken up.

When the above forms have been memorized, test your recollection of them by declining together **flōs pulcher, arbor magna, lītus tūtum,** etc.

VOCABULARY

habitō, habitāre, habitāvī, habitātum, *live, dwell.*	**perterritus, -a, -um,** *much frightened, thoroughly alarmed,* etc.
ēscendī, *I climbed (up), I have climbed (up).*	**subitō,** adverb, *suddenly, without warning,* etc.

READING LESSON

I. Translate into English: ✓

A. 1. Iitne Quīntus in agrōs ut puellās vocāret, ut flōrēs pulchrōs vidērent? 2. Nauta ēbrius, cum ē tabernā vēnisset, pōcula paterāsque frēgit. 3. Agricolae multī in agrīs habitant, multī in lītore. 4. Equōs iam vidērāmus, et ego ad tabernam properābam.

B. The Picnic

"Ad locum idōneum cum vēnissēmus," inquit Iūlia, "puellae dēfessae in herbā sēdērunt, sed Mārcus et Quīntus ad rīvum parvum properāvērunt. Nam in rīpā erat arbor magna, et nīdus in rāmō. Mārcus celeriter in arborem ēscendit, ut ōva vidēret; sed cum in rāmō laetus sedēret, subitō ē spēluncā ērūpit sīmia obēsa et ad arborem cucurrit. Itaque Quīntus perterritus ē rīpā cecidit in aquam:

et Mārcus, cum sīmia in arborem ēscendisset, in foliīs latēre coepit; sed puer miser mox rāmum frēgit, et ad terram in saxa cecidit."

II. Translate into Latin:

A. 1. Are there apples on the tree? Do you see berries in the garden? 2. Why were the sailors living with you, boys? 3. When the farmer had come to the shore to call the sailors, he saw a wolf in the boat. 4. Suddenly the little fox ran from the tent into the garden; there Marcus' doves, much alarmed, began to hide in the branches of the trees.

B. 1. "We did not want to give money to many children," said Julia; "I preferred to fill their baskets with apples and grapes." 2. "And so," said Marcus, "we had now frightened the bear. But soon many wolves came from the forest; and so we hurried home to call the farmer's strong sons. Then, when the farmer had come with arrows, we killed the wolves and bear." 3. "Quintus will live in the town," said Claudia; "*we* shall live in the fields."

EXERCISE XXXVIII

CARDINAL NUMERALS

duo, duae, duo, *two*   **trēs, trēs, tria,** *three*

	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	duo	duae	duo	trēs	trēs	tria
Gen.	duōrum	duārum	duōrum	trium	trium	trium
Dat.	duōbus	duābus	duōbus	tribus	tribus	tribus
Acc.	duo	duās	duo	trēs	trēs	tria
	duōs			trīs	trīs	
Abl.	duōbus	duābus	duōbus	tribus	tribus	tribus

adiuvō, adiuvāre, adiūvī,   **cēterī, -ae, -a,** *the other.*
   adiūtus, *help.*   **fūgī,** *I ran away, I have run*
collocō, collocāre, collocāvī,   *away; I fled, I have fled.*
   collocātus, *place, put.*

REMARK. The verb **collocō** is used with **in** and the *ablative* case. This fact must be kept carefully in mind, because the not uncommon translation " put (into)" suggests a different construction.

I. Translate into English :

A. 1. Cum agricolārum equī validī corbulās ad lītus vēxissent, nautae duās in cymbā collocāvērunt. 2. Quintus mē adiūvit; nam puerī cēterī iam in silvam fūgerant. 3. Vobīscum ad lītus properābō, ut nautās dēfessōs adiuvēmus. 4. In arboribus erant corvī multī; itaque puellās cēterās vocāvimus, ut nīdōs vidērent.

B. Playing on the Shore

"Itaque," inquit Mārcus, " ex agrīs vēnerāmus, et iam sedēbāmus in harēnā. Tum subitō cymbam parvam in lītore vīdimus. In eā puellās trēs collocāvī, sed cēterī līberī cucurrērunt ad oppidum, ut nautam vocārent. Interim ego cum puellīs in cymbā sēdī; cumque diū conchās in aquam iēcissēmus, cymbam lutō complēvī. Sed iam ex oppidō nauta īrātus properābat. Ego eum nōn timēbam, sed puellae perterritae erant. Itaque celeriter mēcum fūgērunt in hortum, ibique sub arboribus parvīs latuimus."

II. Translate into Latin :

A. 1. I am putting flowers in suitable places. Soon I shall call the girls to help me. 2. We lived in the town

for a long time; but my grandfather preferred to live in the fields. Do you see the beautiful trees in our garden? 3. Three boys came to school to-day. To-morrow the others will be punished; for the teacher was angry because they had run away to the shore.

B. 1. "The raven was now much frightened," said Julia; "and so Quintus climbed up into the tree to help him. But in the meantime Marcus threw two stones at the bad monkey and killed it." 2. "Are you hurrying to school, girls?" asked Claudia. "I will give you beautiful flowers to put in your school bags." 3. "Two little foxes came stealthily from the cave," said Marcus, "because they had seen chickens in our garden. But I had put the chickens in a safe place; and so the little foxes could not frighten them."

EXERCISE XXXIX

IRREGULAR VERB

eō, īre, iī, itum, *go*

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	eō	īmus	eam	eāmus
2d person	īs	ītis	eās	eātis
3d person	it	eunt	eat	eant

	IMPERFECT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ībam	ībāmus	īrem	īrēmus
2d person	ībās	ībātis	īrēs	īrētis
3d person	ībat	ībant	īret	īrent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	ībō	ībimus
2d person	ībis	ībitis
3d person	ibit	ībunt

REMARK 1. As an aid to the memory, note that the endings of the imperfect and future indicative of this verb are identical with those of the corresponding tenses of vocō and habeō; and compare the present subjunctive of eō with that of habeō.

REMARK 2. The imperfect subjunctive of any verb, regular or irregular, can be found by adding **m** to the present infinitive active; note above īre and īrem.

Using as a basis the perfect indicative iī, give a synopsis of eō in the second person singular of the perfect, pluperfect, and future perfect tenses.

VOCABULARY

autem, conjunction, *however, but, moreover*.   **altus, -a, -um,** *tall, high.*

NOTE. The conjunction **autem** is a postpositive word; *i.e.,* it does not stand first in its sentence. Usually it is found in second place; *e.g.,* **Mārcus autem ad lītus ierat,** *Marcus, however, had gone to the shore.*

MODEL SENTENCE

Ad lītus eāmus, Let's go to the shore.

RULE. *The first person plural of the present subjunctive is used in urging or inviting the hearer to join the speaker in doing something. This use is known as the Hortatory Subjunctive.*

I. Translate into English:

A. 1. Properēmus in agrōs, agricolāsque miserōs adiu·
vēmus.   2. Hodiē, cum ad lūdum īrēmus, puella pulchra
nōbīs ūvās multās dedit.   3. Herī cum puerīs tribus
Mārcus in agrōs iit, ut nīdōs columbārum miserārum in
rāmīs arborum altārum collocāret.   4. Ancilla nostra,
cum lupōs duōs in silvā vīdisset, domum perterrita fūgit.

B. *The Wolf and the Raven*

Multae arborēs altae in silvā nostrā sunt, flōrēsque multī
et pulchrī. Ōlim in silvam puella parva vēnerat, corbu-
lamque flōribus laeta complēbat. Subitō autem ē spēluncā
ērūpit lupus malus; tum puella perterrita per silvam cucur-
rit.   Sed in arbore altā habitābat corvus. Is, cum lupum
puellamque vīdisset, subitō "Ubi sunt sagittae meae?"
inquit.   Itaque lupus malus ad latebrās perterritus fūgit;
puella autem multīs cum flōribus pulchrīs domum properā-
vit, eōsque līberīs cēterīs dedit.

II. Translate into Latin:

A. 1. Let's give arrows to the boys, **and dolls to the
girls.**   2. Two boys were lying on the bank; **we called
them,** however, to go with us to the shore.   3. We shall
go to the woods to-day to put the little foxes in the
cave.   4. When Marcus had found a suitable spot, he
climbed into a tree to call the other children.

B. 1. "Let's put two dolls in the cradle," said Marcella
to Claudia.   2. "Why did you want to put the dolls in
the cradle?" asked Marcus.   "Let's frighten the monkey
with them."   3. "I saw three little foxes in the field to-
day," said Quintus, "and I have brought two home.   Let's
put them in the raven's cage."   4. "Let's fill the girls'

baskets with flowers," said Julia. "They have gone to the stream with the boys, and soon they will go home."

EXERCISE XL

IRREGULAR VERB

possum, **posse**, **potuī**, *be able, can,* etc.

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	possum	possumus	possim	possīmus
2d person	potes	potestis	possīs	possītis
3d person	potest	possunt	possit	possint

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	poteram	poterāmus	possem	possēmus
2d person	poterās	poterātis	possēs	possētis
3d person	poterat	poterant	posset	possent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	poterō	poterimus
2d person	poteris	poteritis
3d person	poterit	poterunt

REMARK. This verb is a compound of **pote** and **sum**. In the composition, **pote** is often somewhat disguised, but the forms of **sum** suffer little change ; (for the full principal parts of **sum**, see the following Vocabulary).

With the perfect indicative **potuī** as a basis, give a synopsis of **possum** in the third person singular of the perfect, pluperfect, and future perfect tenses.

sum, esse, fuī, *be.*   **enim,** conjunction, *for.*

NOTE. The conjunction **enim** (unlike **nam**) is a postpositive word; *e.g.,* **Lupus enim in spēluncam fūgerat,** *For the wolf had fled into the cave.* Compare the note on **autem** in the preceding Exercise.

READING LESSON

I. Translate into English:

A. 1. In umbrā sedeāmus.   2. Potesne līberōs cēterōs vidēre? Euntne ad rīvum?   3. In agrōs īmus, ut agricolās bonōs adiuvēmus.   4. Mox Quīntum vīdī; eius enim avus tum ibi habitābat.   5. Properāveram in hortum, ut puellās vocārem, ut eīs bācās darem. Sed eae iam ex hortō in silvam ierant; itaque puer obēsus bācās ēdit.

B. A Disturbed School Session

Mārcus, cum ē lūdō domum vēnisset, Quīntō "Hodiē," inquit, "in lūdum lupum parvum et sīmiam dūximus. Ego locum idōneum sub subselliīs invēnī, ibique lupum collocāvī; sīmiam autem puerī cēterī in magistrī sellā collocāvērunt. Magister, cum sīmiam vīdisset, tabulam in eam iēcit. Tum subitō lupus ē latebrīs ērūpit, magisterque perterritus fūgit in āream et in arborem altam celeriter ēscendit. Interim puerī multī fūrtim ē lūdō per agrōs in silvam cucurrērunt. Sed crās poenās dabunt; magister enim īrātus est."

II. Translate into Latin:

A. 1. I did not want to be a farmer; and so my grandfather sent me to school.   2. Can they help you? *I* could not help the other girls.   3. Let's call the strong farmer, Marcus.   4. I went with two boys to put the

bear in (its) cage.   5. There are three large stones in the
road.   Are you able to put them on the horse's back,
boys?

B. 1. "The drunken sailor's son and daughter cannot
go to school," said Julia.   "However, they have two books,
and we shall help them."   × 2. "A little fox stole my
three chickens to-day," said Claudia; "for the farmer had
gone to town.   But when his sons came home, they hur-
ried to the forest, and killed the little fox in (its) hiding
place."   3. "I shall go to the shore to-day," said Marcus.
"Quintus, however, preferred to call the other boys and
go with them into the fields."

EXERCISE XLI

VOCABULARY

fräter, -tris, M., *brother.*	**soror, -ōris**, F., *sister.*
māter, -tris, F., *mother.*	**vīlla, -ae**, F., *farmhouse.*
pater, -tris, M., *father.*	

READING LESSON

I. Translate into English:

A. 1. Voluistīne magister esse? līberōs docēre potes?
2. Frāter dēfessus mēcum ad lītus īre nōluit; pater autem
in agrōs mē dūxit, ut flōrēs vidērem.   3. Mātrem meam
et sorōrem puerī malī sagittīs herī terruērunt.   4. Mārcus
puerīs pecūniam dabit.   Nōs autem ūvās et bācās multās
puellīs dedimus.

B. *A Tricky Wolf*

"In silvā," inquit Claudia, "habitābat puella parva.
Ōlim māter eam cum corbulā ad aviae vīllam per silvam
mīsit.   Interim lupus ē latebrīs vēnerat puellamque vīdit;

itaque celeriter cucurrit ad vīllam, cumque aviam miseram ēdisset, in lectō latuit. Puella iam laeta flōribus corbulam complēbat. Sed cum vēnisset in vīllam lupumque vīdisset in lectō, tum perterrita agricolās validōs vocāvit; multōs enim in silvā vīderat. Itaque eī cucurrērunt ad vīllam lupumque malum occīdērunt."

II. Translate into Latin:

A. 1. Your father, Quintus, is giving two eggs to my sister; I, however, shall not be able to give you a nest. 2. Their brother will go with you; for there are wolves in the woods. 3. My mother and grandmother were going quickly through the fields to call the girls. 4. You will be able to help us, boys; for my brothers are filling the stream with stones to-day. 5. I had come to the shore, and was sitting on the rocks; for Quintus had refused to go with us to the woods.

B. 1. "I found a little dove in the road yesterday," said Marcella. "Let's put it on a branch of the tree with the other doves." 2. "I wanted to be able to help the boys, and go with them into the sailor's boat," said Julia; "but my sister sent me to the farmhouse to sit with (my) grandmother." 3. "We put the cups on the table," said Quintus, "and the cook filled them with wine. But the monkey suddenly rushed out from the cage and threw the cups to the ground, and broke three. Are the plates safe, Marcus?" 4. "My father cannot see the boat on the shore," said Claudia. "Let's call the sailors to help him."

EXERCISE XLII

THE THIRD DECLENSION

I-Stems

ignis, M., *fire*   **vallēs**, F., *valley*   **mare**, N., *sea*

	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	ignis	ignēs	vallēs	vallēs	mare	maria
Gen.	ignis	ignium	vallis	vallium	maris	——
Dat.	ignī	ignibus	vallī	vallibus	marī	——
Acc.	ignem	ignīs	vallem	vallīs	mare	maria
		ignēs		vallēs		
Abl.	ignī,	ignibus	valle	vallibus	marī	——
	igne					

NOTE. The following classes of third declension nouns belong to the I-stems :

(1) Masculines and feminines in -is and feminines in -ēs which have the same number of syllables in the nominative and genitive singular (as ignis, ignis ; vallēs, vallis).

(2) Neuters in -e, -al, -ar.

REMARK 1. The most important difference between consonant and I-stems is that the latter have -ium (instead of -um) in the genitive plural, and that neuter I-stems have -ia (instead of -a) in the nominative and accusative plural. Note also that -īs is the preferred ending for the accusative plural of masculines and feminines ; and that there is considerable variation in the ending of the ablative singular. The forms of this latter case are best learned by becoming personally acquainted with each noun.

REMARK 2. The blanks in the plural of **mare** mean simply that certain cases of this noun are not in common use. The word is here chosen as a model because it is the most completely inflected neuter I-stem employed in this book. (In the genitive, dative, and ablative plural, fully inflected neuter I-stems show the same endings as masculines and feminines.)

VOCABULARY

collis, -is (abl. -e), M., *hill.*

piscis, -is (abl. -e), M., *fish.*

vehementer, adverb, *very, much, exceedingly.*

READING LESSON

I. Translate into English:

A. 1. Meusne pater librum tuum in ignem iēcit? 2. In marī piscīs magnōs vidēre possum. Potesne tū eōs vidēre? 3. In collibus sunt vīllae multae. 4. Per vallem ad rīvum eāmus. 5. Puer piger, cum pater eum in agrōs mīsisset, ad lītus cum frātribus iit, ut sorōris meae cymbam vidēret.

B. A Thief Routed

Iūlia, cum in umbrā sedēret; cēterīs puellīs "Herī," inquit, "Mārcus cum puerīs multīs per collēs in vallem iit; nam in valle rīvus pulcher est. Cum autem ibi iacērent in rīpā, ut piscīs vidērent, lupus magnus ē spēluncā vēnit, eōrumque cēnam fūrtim rapuit. Sed Mārcus id vīderat, et iam īrātus puerōs cēterōs ad lupī spēluncam vocāvit; cumque in eam rāmōs et folia iēcissent lupum-que ignī terrērent, is subitō ērūpit ē latebrīs, et in silvam celeriter fūgit. Lupī enim ignīs vehementer timent."

II. Translate into Latin:

A. 1. My mother is afraid of the sea. My brother and sisters, however, are in the boat. 2. And so they will go quickly through the valley; for there are many bears in the woods. 3. Was the farmer able to help the poor sailor? I called my father to help him. But my brothers were then putting a bear into the cage; and so (my) father could not go into the fields.

B. 1. "The sailors now threw the fish into the sea," said Marcus; "for the farmers had refused to fill their baskets with apples." 2. "I began to be much afraid," said Claudia to the boys. "For there was an intoxicated sailor in the yard, and my father had gone into the hills to give money to the farmers." 3. "Let's hurry into the kitchen, Marcus," said Quintus. "Two little foxes have come into the garden, and we will frighten them with fire."

EXERCISE XLIII

THE THIRD OR Ĕ-CONJUGATION

mittō, mittere, mīsī, missus, *send*

ACTIVE VOICE

INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	mittō	mittimus	mittam	mittāmus
2d person	mittis	mittitis	mittās	mittātis
3d person	mittit	mittunt	mittat	mittant

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	mittēbam	mittēbāmus	mitterem	mitterēmus
2d person	mittēbās	mittēbātis	mitterēs	mitterētis
3d person	mittēbat	mittēbant	mitteret	mitterent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	mittam	mittēmus
2d person	mittēs	mittētis
3d person	mittet	mittent

REMARK. Observe that, except in the imperfect indicative, the above forms of the third conjugation are more or less unlike the corresponding forms of the first and second conjugations. Note particularly that in the imperfect subjunctive the first e of the ending is short, and contrast the corresponding **ē** of the imperfect subjunctive of the second conjugation (as seen in **habērem**, etc.).

The perfect tenses of the following verbs are already familiar. Learn now the principal parts:

cadō, cadere, cecidī, cāsum, *fall.*
currō, currere, cucurrī, cursum, *run.*
dūcō, dūcere, dūxī, ductus, *lead, bring.*
edō, ēsse (edere), ēdī, ēsus, *eat;* see Summary of Forms, page 219.
emō, emere, ēmī, emptus, *buy.*
ērumpō, ērumpere, ērūpī, ēruptum, *rush* (out), *burst forth.*
ēscendō, ēscendere, ēscendī, ēscēnsum, *climb (up).*
frangō, frangere, frēgī, frāctus, *break.*
occīdō, occīdere, occīdī, occīsus, *kill.*
vehō, vehere, vēxī, vectus, *carry.*

REMARK. Note that the present infinitive of the third conjugation ends in -**ĕre**, an ending which must be distinguished carefully from the corresponding -**ēre** of the second conjugation.

READING LESSON

I. Translate into English:

A. 1. Mārcī frāter columbārum ōva saxīs frangere voluit; sed pater eum in agrōs mīsit, ut equōs dēfessōs ad aquam dūceret. 2. In tabernam tum ībāmus, ut bācās ūvāsque emerēmus. 3. Ad vīllam cum sorōribus currāmus. Ubi puerī latuērunt? 4. Potuēruntne puerī piscīs emere? Nōs in hortum currere māluimus; ibi enim māla ex arboribus in terram cadēbant.

B. The Generous Bear

Ōlim Mārcus et Quīntus ē vīllā vēnērunt ad litus, et in harēnā multōs piscēs magnōs invēnērunt. Eōs puerī in corbulās iēcērunt duās, domumque properāre coepērunt. Cum autem per silvam magnam īrent, ursa alba piscēs vīdit, lupōque " Piscēs videō," inquit; " puerōs terreāmus." Itaque lupus subitō ex arborum umbrā ērūpit. Tum corbulae cum piscibus pulchrīs cecidērunt in terram, puerīque per vallem perterritī cucurrērunt. Interim ursa piscīs rapuit, cúmque eōs ēdisset, corbulās lupō dedit. Is autem īrātus in spēluncam cucurrit, ibique parvās ursās trēs occīdit.

II. Translate into Latin :

A. 1. The fire was now falling into the leaves ; and so the sailor ran through the valley to warn the farmers. 2. When the boys were bringing the little wolf from the hills to the boat, the other wolves rushed out of (their) hiding places and fled through the forest ; for they were exceedingly afraid of the arrows of the farmers. 3. The cook was buying plates at the store ; for the monkey had broken many.

B. 1. "Let's bring the horses to the shore," said Marcus, " and send them into the sea." 2. " I have brought a strong horse to carry my stout sister to town," said Quintus ; " but I cannot put her upon him." 3. " Let's eat (our) berries in the shade," said Julia. " The boys wanted to come with me to the farmhouse, but I refused. And so they ran into the woods and began to climb up into a tall tree to kill a raven. Soon they will be punished."

EXERCISE XLIV

IRREGULAR VERB

ferō, ferre, tulī, lātus, *carry*, *bear*

ACTIVE VOICE

INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ferō	ferimus	feram	ferāmus
2d person	fers	fertis	ferās	ferātis
3d person	fert	ferunt	ferat	ferant

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ferēbam	ferēbāmus	ferrem	ferrēmus
2d person	ferēbās	ferēbātis	ferrēs	ferrētis
3d person	ferēbat	ferēbant	ferret	ferrent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	feram	ferēmus
2d person	ferēs	ferētis
3d person	feret	ferent

REMARK. Aside from the principal parts, **ferō** is not specially irregular. In general its inflection follows that of **mittō**; but note the peculiarity of the imperfect subjunctive **ferrem** (compare **ferre**), and observe that in the present indicative several forms have suffered the loss of a short vowel.

VOCABULARY

trānseō, trānsīre, trānsiī, trānsitus, *cross (over)*, *go over*.

saepe, adverb, *often.*

REMARK. Note that **trānseō** is a compound of the irregular verb **eō**, whose conjugation it follows.

READING LESSON

I. Translate into English :

A. 1. Mārcus ex agrīs vēnerat, ut mēnsam ad rīpam ferret; ibi enim puellae cēnam in corbulīs habēbant. 2. Puellae malae corvī caveam in aquam iēcērunt; saxīs eam frangāmus. 3. Ego tum ē latebrīs ērumpere rīvumque trānsīre voluī; frāter autem nōluit, quia nautās ēbriōs in spēluncā vīderat. 4. Ursāsne occīdere potestis, puerī? Ubi sunt sagittae vestrae?

B. The Playful Monkey

"In āreā hodiē sedeāmus," Mārcō ōlim inquit Iūlia. Mārcus autem in hortum īre māluit, ut agricolae fīlium vocāret, cumque eō in silvam properāvit. Itaque mox ibi sub arboribus in umbrā puerī iacēbant. In silvā habitābat sīmia alba. Ea, cum puerōs vīdisset, fūrtim in arborem altam ēscendit, rāmōsque parvōs in eōs iēcit. Eī autem īrātī saxa magna iēcērunt in arborem, sīmiamque occīdērunt miseram. Tum perterritī fūgērunt; sīmiās enim cēterās vehementer timēbant. Mārcus ad lītus properāvit; agricolae autem fīlius domum cucurrit, et sub lectō latuit.

II. Translate into Latin :

A. 1. Why do the farmers often carry branches from the woods to the shore? 2. Yesterday a little fox stealthily crossed the stream and came into the yard to eat the fish tails; for the cook had thrown them into a basket. 3. We are climbing into the tree to kill the raven. 4. Were you then going to the store to buy eggs and grapes?

B. 1. "Quintus is carrying the school bags," said Claudia. "Are *you* carrying the tablets, Marcus?" 2. "We will carry the other chairs, girls," said Marcus. "I wanted to carry three, but my brothers have come from the boat to help me." 3. "You often carry the raven to school, boys," said Marcella. "Do the children give it grapes and berries?" 4. "The big baskets are in the kitchen, Quintus," said Julia. "Have you come to carry them?"

EXERCISE XLV

VOCABULARY

īnsula, -ae, F., *island.*
hōra, -ae, F., *hour.*
nāvis, -is (abl. -ī and -e), F.,
   ship.

cōnsūmō, cōnsūmere, cōn-
   sūmpsī, cōnsūmptus, *use
   up, destroy.*

MODEL SENTENCE

Agricolae in umbrā hōrās duās sēdērunt, The farmers sat in the shade two hours.

RULE. *The accusative case is used to express Extent of Time or Space.*

READING LESSON

I. Translate into English:

A. 1. Nāves mare ad īnsulam trānsiērunt; ibi autem agricolae eās ignī cōnsūmpsērunt. 2. Cum per collīs hōrās trīs fūgissēmus, in vallem vēnimus, et in vīllā latuimus. 3. Nam pater saepe nōs vocat, ut saxa ex agrīs ferāmus. 4. Tum nautae, vehementer īrātī quia sīmia ē nāvī in mare ceciderat, puerōs vocāvērunt, ut sīmiam cymbā adiuvārent.
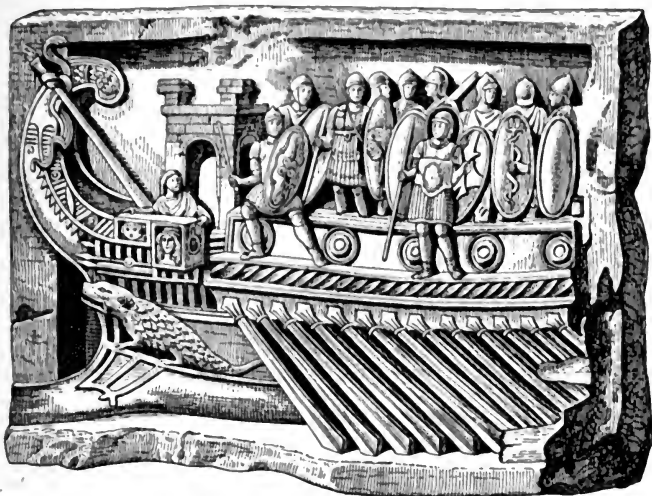
NĀVIS

Roman ships of war carried sails, but relied more upon their oars. The larger vessels often had three or four sets of oars, each set placed a little higher than the last, and all worked together. Such a ship could carry several hundreds of people. The ancient artist who designed the figure of a war vessel shown above made no attempt to preserve a proper proportion between the size of the ship and the size of the men upon it.

B. An Adventure in the Woods

"Ōlim," inquit avus noster, "Mārcus cum puerīs duōbus in silvam iit, ut corvōs sagittīs occīderet. Cum autem ibi rīvum parvum laetī trānsīrent, subitō ex arbore altā ōva multa in eōs cecidērunt; sīmiae enim vīderant puerōs, ōvaque ē corvōrum nīdīs rapuerant. Itaque puerī īrātī sagittās in arborem mittere coepērunt. Sed interim ē nāvī in silvam vēnerant nautae ēbriī. Eōs cum vīdissent, puerī iēcērunt sagittās in aquam, celeriterque ad lītus fūgērunt. Ibi invēnērunt nautārum cymbam, et in īnsulam parvam trānsiērunt. Itaque nautae, cum ē silvā vēnissent, puerōs occīdere voluērunt; sed eī iam in īnsulā tūtī sedēbant."

II. Translate into Latin:

A. 1. We shall send the farmer to bring the horses from the valley. 2. Did the strong boys carry the boat from the sea into the field? 3. Why are you lying many hours in the tent? 4. We had now used up our wine. For the stout sailors had come from the ship, and had sat long in the farmhouse.

B. 1. "We ran to the shore to cross over to the island," said Marcus; "but the sailors had stolen our boat. You can see their ship on the sea now." 2. "My father was exceedingly angry," said Quintus; "for my brothers had carried the fish from the boat and thrown them into the bears' cage." 3. "*You* will go to town to-morrow, Quintus," said the girls. "In the meantime we shall carry the grapes to the farmhouse and put the baskets in the tent." 4. "I saw large fires in the woods to-day," said the farmer. "Soon there will be many bears and wolves in the fields; for they will be afraid of the fire."

EXERCISE XLVI

IRREGULAR VERB

volō, velle, voluī, *wish,* be willing, etc.

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
		PRESENT TENSE		
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	volō	volumus	velim	velīmus
2d person	vīs	vultis	velīs	velītis
3d person	vult	volunt	velit	velint

		IMPERFECT TENSE		
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	volēbam	volēbāmus	vellem	vellēmus
2d person	volēbās	volēbātis	vellēs	vellētis
3d person	volēbat	volēbant	vellet	vellent

		FUTURE TENSE	
	SINGULAR	PLURAL	
1st person	volam	volēmus	
2d person	volēs	volētis	
3d person	volet	volent	

REMARK. Note that the imperfect and future indicative of this verb conform to the third conjugation; also that the endings of the present subjunctive are like those of sim, sīs, sit, etc.

VOCABULARY

canis, -is, M. and F., *dog.*

mīlia (-ium, N.**) passuum,** *miles.*

paucī, -ae, -a, *few, a few.*

quoque, postpositive adverb and conjunction, *also, too.*

vēnātor, -ōris, M., *hunter.*

REMARK 1. Contrary to the rule, **canis** is not an I-stem.

REMARK 2. The words **mīlia passuum** mean literally "thousands of paces." In this phrase, **passuum** of course remains everywhere unchanged; but **mīlia** is declined in the way above indicated.

NOTE. The rule for the expression of Extent of Time and Space was stated in the last Exercise. An example was there given of Extent of Time; the following sentence illustrates Extent of Space: **Duo mīlia passuum puerī vēnerant**, *The boys had come two miles.*

READING LESSON

I. Translate into English:

A. 1. Vīsne cum vēnātōre per silvam īre, Quīnte? 2. Agricolae ad īnsulam properāre volent; cūr eōs nōn monēs? 3. Vēnātor multa mīlia passuum properāverat, ut agricolās dēfessōs adiuvāret. 4. Vōs nāvem ignī cōnsūmere vultis. Quid nautae volunt?

B. The Hunters Hunted

"Herī," inquit agricola, "vēnātōrēs, cum ex oppidō tria mīlia passuum īssent per silvam, iamque ad spēluncam vēnissent, ursās ignī terrēre nōn potuērunt; itaque canēs in spēluncam mīsērunt. Tum ursae vehementer īrātae subitō ērūpērunt ē latebrīs, vēnātōrēsque in arborēs celeriter ēscendērunt. Cum autem ursae quoque ēscendere vellent, tum vēnātōrēs ad rāmōs parvōs perterritī properāvērunt. Sed ursae, cum in arborēs ēscendissent, frēgērunt rāmōs, cumque vēnātōribus miserīs in terram cecidērunt. Ibi cum ursae canēs occīderent, vēnātōrēs per silvam celeriter domum fūgērunt."

II. Translate into Latin:

A. 1. What are you carrying, Quintus? 2. I, too, want to go to the farmhouse. 3. However, we often crossed the stream to sit for a few hours in the forest. 4. What will you give, farmers, to be able to frighten the bears and wolves? 5. (Our) father wants to buy fields and live in the valley; but *we* want to live on the island. 6. Are you willing to sit with us?

B. 1. " Let's bring the bear into the yard and frighten the children," said Marcus. " The farmer has gone to town to buy baskets; and so we can now bring her from the cage." 2. " A few sailors had come from the ship and were placing baskets on the shore," said Julia. "Meanwhile the boys were carrying branches and leaves from the woods; for (their) mother had sent them to help the sailors." 3. " The hunter, too, now came with (his) dogs," said Quintus; " for the farmer had not been able to kill the bear."

EXERCISE XLVII

IRREGULAR VERBS

mālō, mālle, māluī, *prefer*

nōlō, nōlle, nōluī, *be unwilling, not wish, refuse*

These verbs are compounds of **volō**, and in the main agree with it in conjugation, as the following synopsis will show:

mālō	mālim	nōlō	nōlim
mālēbam	māllem	nōlēbam	nōllem
[mālam]		[nōlam]	
māluī	māluerim	nōluī	nōluerim
mālueram	māluissem	nōlueram	nōluissem
māluerō		nōluerō	

In the present indicative, however, both **mālō** and **nōlō** are quite irregular, the inflection being as follows:

SINGULAR	PLURAL	SINGULAR	PLURAL
mālō	mālumus	nōlō	nōlumus
māvīs	māvultis	nōn vīs	nōn vultis
māvult	mālunt	nōn vult	nōlunt

REMARK. In the synopsis above, the forms **mālam** and **nōlam** are put in square brackets because they are not in common use. Except for the first person singular, however, the future tense of both verbs is normal.

VOCABULARY

CARDINAL NUMERALS

quattuor, *four.*	**septem**, *seven.*	**novem**, *nine.*
quīnque, *five.*	**octō**, *eight.*	**decem**, *ten.*
sex, *six.*		

NOTE. The cardinal numerals above given are indeclinable ; *i.e.,* they are used without change of form, no matter what the case of the noun they modify.

READING LESSON

I. Translate into English :

A. 1. Vēnātōrēs in agrōs īre mālunt, ut lupōs occīdant. 2. Canēs iam septem mīlia passuum per vallem vēnerant. Ursae enim ē collibus in vallem fūgerant.   3. Nōs quoque nōlumus ex īnsulā fugere; nautae autem volunt.   4. Cum agricolae vīllam ignī cōnsūmere nōllent, cūr tū ignem ē culīnā tulistī ?

B. A Timely Rescue

"Ōlim," inquit puer obēsus, "magister cum librīs mīlia passuum pauca in silvam properāvit; cumque ad locum idōneum vēnisset ibique in foliīs hōrās duās sēdisset, subitō timēre coepit, quia in arborum umbrā lupōs magnōs vidēbat ; nam lupī agricolās ibi saepe occīderant.   Itaque magister perterritus domum properāre volēbat; cum autem per silvam fūrtim īre coepisset, lupī quoque ē latebrīs vēnērunt. Magister iam currēbat ; cumque rīvum trānsīret, in aquam cecidit.   Tum autem subitō vēnātor cum canibus ad rīpam vēnit, lupīque in spēluncās fūgērunt."

II. Translate into Latin:

A. 1. Do you want to see the boat, boys? The sailors are carrying it into the sea. 2. The farmers have come ten miles through the fields to the shore. Will the sailors give them fish? 3. Do you prefer to buy a doll, Claudia? 4. Marcus does not want to go to the store with you. 5. The little foxes had come stealthily from the woods to eat your sister's four chickens, Quintus.

B. 1. "On the ship," said the boy, "are six sailors and eight farmers. The sailors want to send the farmers into the small boat; but they (the farmers) do not wish to cross over to the island." 2. "I want to frighten my mother," said Quintus. "Let's fall into the water." 3. "We, too, have a few fish," said Julia; "for the sailors came to the farmhouse yesterday. They gave us fish; *we* gave them grapes and berries." 4. "Let's put five baskets in the tent, and the others in the kitchen," said Marcus.

EXERCISE XLVIII *io verb*

THE THIRD OR Ĕ-CONJUGATION (continued)

Certain verbs of which the first person singular of the present indicative ends in -iō belong to this conjugation. These verbs are in the main regular; but in some forms the **i** disappears before a following vowel.

rapĭō, rapere, rapuī, raptus, *seize, steal*

ACTIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapĭō	rapimus	rapiam	rapiāmus
2d person	rapis	rapitis	rapiās	rapiātis
3d person	rapit	rapiunt	rapiat	rapiant

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapiēbam	rapiēbāmus	raperem	raperēmus
2d person	rapiēbās	rapiēbātis	raperēs	raperētis
3d person	rapiēbat	rapiēbant	raperet	raperent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	rapiam	rapiēmus
2d person	rapiēs	rapiētis
3d person	rapiet	rapient

The perfect tenses of the following verbs are already familiar. Learn now the principal parts:

> fugiō, fugere, fūgī, *run away, flee.*
> iaciō, iacere, iēcī, iactus, *throw.*

VOCABULARY

annus, -ī, M., *year.*

avis, -is (abl. -e and -ī), F., *bird.*

ita, adverb, *thus, so, in this way.*

humī, *on the ground.*

neque (or nec), *and . . . not.*

READING LESSON

I. Translate into English:

A. 1. Avus noster et avia multōs annōs in valle habitā-vērunt. Saepe ad vīllam īmus, ut cum eīs sub arboribus sedeāmus. 2. Sīmiam in mare iaciāmus; avia enim in vīllam iam iit, neque nōs vidēre potest. 3. Nautae miserī annōs duōs in lītore nostrō habitāverant; itaque iam mare cum cēterīs nautīs trānsīre volēbant. 4. Nam lupī per agrōs fūrtim ībant, ut agricolārum equōs raperent.

B. A Case of Poetic Justice

"Ōlim," inquit Iūlia, "in arboribus nostrīs avēs habitā-
bant multae, nīdōsque ibi habēbant. Herī autem sex puerī
malī in arborēs ēscendērunt; cumque nīdōs frēgissent, ōva
parvāsque avīs iēcērunt in terram. Tum Mārcus et eius
pater, cum vēnissent in hortum, et ōva avēsque humī invēnis-
sent, vehementer īrātī agricolam vocāvērunt. Puerī autem
interim ad latebrās fūgerant; Mārcī enim patrem timē-
bant. Itaque is agricolam ad eōrum patrēs mīsit; cumque
puerī perterritī iam domum ē latebrīs vēnissent, avium ōva
in mēnsā invēnērunt. Ea nōlēbant edere, sed patrēs timē-
bant. Ita poenās dedērunt."

II. Translate into Latin:

A. 1. When the boys were throwing the dog into the
water, they did not see the teacher on the shore. 2. For
many years the hunters have thus helped us; for wolves
and bears often come stealthily from the woods and seize
our horses. 3. I wanted to rush out from the cave.
Quintus, however, had seen beautiful birds there, and was
not willing to go home. 4. In the field strong horses
were lying on the ground.

B. 1. "The horse had fallen into a stream," said Mar-
cus, "and the farmer was not able to help him." 2. "The
sailor also had come five miles through the hills," said
Quintus; "for the farmers were frightening the bears with
fire, and he wanted to see them (the bears)." 3. "Do
you carry books to school?" said Claudia to Julia; "we
carry pens and tablets." 4. "My brother sent the chick-
ens to a safe place," said the boy. "Then we hurried into
the woods to kill the little foxes."

EXERCISE XLIX

THE RELATIVE PRONOUN

quī, quae, quod, *who, which, that*

	Masc.	**Fem.**	**Neut.**	**Masc.**	**Fem.**	**Neut.**
	SINGULAR			PLURAL		
Nom.	quī	quae	quod	quī	quae	quae
Gen.	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod	quōs	quās	quae
Abl.	quō	quā	quō	quibus	quibus	quibus

REMARK. In connection with the preposition **cum,** the ablative is usually written **quōcum, quibúscum,** etc.

MODEL SENTENCE

Avēs, quās tenētis, meae sunt, The birds which you hold are mine.

RULE. *The relative pronoun regularly agrees with its antecedent in number and gender. Its case depends on the structure of the clause in which it stands.*

REMARK. In the above model sentence, **avēs** is the antecedent noun. The relative is therefore plural and feminine; but its case is determined by the fact that it is the direct object of **tenētis.**

VOCABULARY

caput, -itis, N., *head.*

iter, itineris, N., *journey, road, march,* etc.

capiō, capere, cēpī, captus, *catch, capture, get,* etc.

faciō, facere, fēcī, factus, *make, do.*

READING LESSON

I. Translate into English:

A. 1. Mare trānsīre multōs annōs voluimus. 2. Vēnātōrēs, quī in silvā habitant, saepe in oppidum eunt, ut

sagittās emant.   3. Nautae, quibus vīnum dedistis, iam
humī iacent ēbriī.   4. Puer, cuius canēs ursa occīdit,
agricolās validōs hodiē vocābit, ut ursam quoque occīdant.

B. An Agile Monkey

"Vēnātor," inquit agricola, "tum fīliōs vocāvit perque
silvam properāre coepit.   Cumque iam novem mīlia pas-
suum iter fēcissent, subitō ē spēluncā ērūpit sīmia perterrita,
quae celeriter in arborem magnam ad rāmum altum ēscen-
dit.   Vēnātor sīmiam sagittā occīdere voluit; fīliī autem
eam capere et in oppidum dūcere mālēbant; itaque in ar-
borem ēscendere coepērunt.   Sed sīmia interim per rāmōs
parvōs in arborēs cēterās trānsībat; puerīque, cum ita
trānsīre vellent, frēgērunt rāmōs, et in caput patris miserī
cecidērunt.   Interim sīmia ad latebrās tūtās fūgerat."

II. Translate into Latin :

A. 1. Have you seen the heads and tails of the fish
that I bought in town?   2. When Marcus had traveled
many miles with the dogs to catch a wolf, he came to a
large stream, and could not cross to the wolves' caves.
3. I see the girl whose father went with us to help the
sailors. 4. When we had sat for three hours in the garden,
we too went into the tent which the children had made.

B. 1. " The boy to whom I gave the berries broke the
birds' nest," said Julia.   2. " The cook is carrying a basket
to the shore," said Quintus.   " There he will buy fish which
the sailors have caught in the sea."   3. " I too will go
with you to-day," said Claudia; "for I want to see the
ships, and I shall not be able to go to-morrow."   4. "The
farmers were burning (lit. destroying with fire) the boat,"
said Marcus, "because the sailors had stolen their horses
from the fields."

EXERCISE L

THE FOURTH OR Ī-CONJUGATION

audiō, audīre, audīvī, audītus, *hear*

ACTIVE VOICE

| INDICATIVE MOOD | | SUBJUNCTIVE MOOD | |

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	audiō	audīmus	audiam	audiāmus
2d person	audīs	audītis	audiās	audiātis
3d person	audit	audiunt	audiat	audiant

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	audiēbam	audiēbāmus	audīrem	audīrēmus
2d person	audiēbās	audiēbātis	audīrēs	audīrētis
3d person	audiēbat	audiēbant	audīret	audīrent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	audiam	audiēmus
2d person	audiēs	audiētis
3d person	audiet	audient

REMARK. It will be seen at a glance that the above forms are very like the forms of the corresponding tenses of -iō verbs of the third conjugation. Note particularly, however, the varying quantity of i in the present indicative.

The perfect tenses of the following verbs are already familiar. Learn now the principal parts:

> veniō, venīre, vēnī, ventum, *come.*
> inveniō, invenīre, invēnī, inventus, *find.*

conveniō, convenīre, convēnī, conventus, *meet, come together.*

prope, preposition, used with the accusative case, *near.*

I. Translate into English :

A. 1. Agricola piger, quem prope cymbam vidētis, nōs audit. Eāmus in hortum, eiusque corbulās saxīs frangāmus. 2. Cūr ad lītus voluistis mittere equōs, quōs ego ex agrīs dūxeram? 3. Īstine ad cymbam, ut ibi convenīrēs nautās, eōrumque corbulās ad vīllam ferrēs? 4. Itaque humī sedēbant puerī quoque; nautae enim rapuerant subsellia, eaque ignī cōnsūmpserant. 5. Librōsne Mārcus in magistrum iacere voluit? Quid fēcerat magister?

B. *The Wolf and the Fox*

Ōlim in silvā lupus vulpēculam convēnit, cumque eā in agrōs iter facere coepit, ut agricolārum gallīnās raperet. Subitō autem vēnātōrēs magnōsque canēs audiunt. Tum lupus perterritae vulpēculae "Tū in arborem ēscendere potes," inquit. "Ego in spēluncam fugiam." Itaque cum vulpēcula misera in arborem ēscendere vellet neque posset, lupus celeriter cucurrit in spēluncam et in foliīs latuit. Vēnātōrēs interim ad arborem vēnerant vulpēculamque sagittīs iam occīdēbant. Tum lupus, cum id audīvisset, subitō ē spēluncā ērūpit et vehementer terruit vēnātōrēs, quī cum canibus celeriter per silvam fūgērunt. Ita lupus vulpēculam dēfessam adiūvit.

II. Translate into Latin :

A. 1. Let's meet the boys in the fields near the cave; for they have gone to the tall tree to find the little foxes' hiding place. 2. When the farmers heard this (*lit.* it), they

called six children to whom the sailor had given ravens.
3. To-morrow I shall go into the valley to meet the
hunters, who have traveled many miles through the woods
to buy horses.　4. *I* did not want to catch the birds.　But
the boys who had come with us into the garden climbed
into the trees and threw stones into their nests.

B.　1. "Let's run away to the shore," said Marcus to
the other children.　"Your sisters are in the tent, and
they cannot hear us."　2. "We shall soon meet the
hunter who lives in the woods," said the teacher.　"He
often sits there in the shade to kill the wolves which come
from the caves to steal the farmers' children.　Once he
was able thus to catch a little bear, which he brought into
the town.　There three sailors bought the bear and led it
to (their) ship."

EXERCISE LI

THE IMPERATIVE MOOD

Present Tense　Active Voice

The present tense of the imperative of Latin verbs is
found only in the second person, singular and plural.

REGULAR VERBS

	Singular	Plural
vocŏ	vocă	vocăte
habeŏ	habē	habēte
mittŏ	mitte	mittite
rapiŏ	rape	rapite
audiŏ	audī	audīte

Remark.　Two regular verbs already familiar (dūcŏ, faciŏ)
and one yet to be taken up (dīcŏ) lose final e in the singular of
the present imperative active, appearing there as dīc, dūc, fac.

IRREGULAR VERBS

	SINGULAR	PLURAL
eō	ī	īte
ferō	fer	ferte
nōlō	nōlī	nōlīte
sum	es	este

REMARK. In the inflection of mālō, volō, and possum, the imperative mood is lacking.

VOCABULARY

mortuus, -a, -um, *dead.*　　securis, -is (abl. -ī), F., *ax, battle ax.*

MODEL SENTENCE

Nōlī (Nōlīte) id facere, Don't do it.

RULE. *The negatived imperative of English may be represented in Latin by the present infinitive depending on the imperatives* nōlī *or* nōlīte. *This is the principal way of expressing Prohibition in Latin.*

READING LESSON

I. Translate into English:

A. 1. Nōlīte frangere caput canis miserī, puerī. Ōlim, cum in aquam cecidissem, is mē adiūvit. 2. Aquam in hortum celeriter fer, Quīnte; ignis enim iam in folia cecidit. 3. In umbrā prope tabernāculum duās hōrās sedēte. Tum ego veniam, ut vōs domum dūcam. 4. Avium nīdōs, quī diū humī iacuerant, Mārcus tum in rāmīs collocābat.

B. A Cautious Thief

Ōlim sīmia in arbore altā habitābat. Sub arbore erat spēlunca, in quam multae vulpēculae saepe ūvās gallīnās-

que tulērunt.   Sīmia ūvās rapere voluit; vulpēculās autem
timēbat.   Itaque corvō "Tū in spēluncam ī," inquit, "ūvās-
que vulpēculārum rape."   Corvus autem, quī in arbore
tūtus sedēre mālēbat, "Lupum vocābō," inquit, "ut is ūvās
gallīnāsque rapiat."   Tum sīmia īrāta rāmum iēcit in caput
corvī, quī miser ex arbore mortuus in spēluncam cecidit.
Id cum audīvissent, vulpēculae perterritae ē spēluncā in
latebrās tūtās celeriter fūgērunt.   Interim sīmia mala in
spēluncam laeta properāvit, ūvāsque rapuit.

II.   Translate into Latin:

A. 1. Seize the axes which I threw into the tent, boys,
and hurry into the fields to kill the bear.   2. Don't go to
the shore, girls.   I will come to the farmhouse and meet
you there.   3. Send the farmer to me, Marcus.   We want
to catch the raven, and cannot find its cage.   4. When
the wolf heard the dogs, he also crossed the stream; but
there the farmer killed him with an ax.

B. 1. "Don't frighten us," said Julia to the boys; "for
we are carrying dishes, and do not want to break them."
2. "When we saw the dead sailor in the woods," said
Marcus, "we ran to the farmhouse; for the girls were
much frightened.   But there we met the hunters whom
you saw yesterday near the stream."   3. "Our sisters
will carry the eggs," said Claudia, "and the farmer has
gone to the field **to call (his) sons to carry the other**
baskets."

EXERCISE LII

ADJECTIVES OF THE THIRD DECLENSION

I-Stems

fortis, -is, -e, *brave*

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	fortis	fortis	forte	fortēs	fortēs	fortia
Gen.	fortis	fortis	fortis	fortium	fortium	fortium
Dat.	fortī	fortī	fortī	fortibus	fortibus	fortibus
Acc.	fortem	fortem	forte	fortīs	fortīs	fortia
				fortēs	fortēs	
Abl.	fortī	fortī	fortī	fortibus	fortibus	fortibus

ācer, -cris, -cre, *fierce, keen*, etc.

Nom.	ācer	ācris	ācre	ācrēs	ācrēs	ācria
Gen.	ācris	ācris	ācris	ācrium	ācrium	ācrium
Dat.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus
Acc.	ācrem	ācrem	ācre	ācrīs	ācrīs	ācria
				ācrēs	ācrēs	
Abl.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus

REMARK. It will be noted that the masculine and feminine forms of **fortis** are identical throughout. The same thing is true of **ācer**, excepting in the nominative singular.

VOCABULARY

ācriter, adverb, *fiercely*.
fortiter, adverb, *bravely*.

pugnō, pugnāre, pugnāvī, pugnātum, *fight*.

READING LESSON

I. Translate into English :

A. 1. Ursās, cum diū ācriterque pugnāvissent, vēnātor fortis secūrī occīdit.　2. Properēmus ad lūdum, ut in

viā Mārcum conveniāmus.   3. Cum vēnātōrem mortuum
vīdissēs, cūr nōn ad lītus cucurristī, ut nautās fortīs vocā-
rēs?   4. In hortum fortiter properāte, puellae, lupumque
terrēte; mox enim agricolae ex agrīs cum canibus venient.

B. The Undutiful Sons

Prope silvam magnam cum tribus fīliīs validīs habitābat
agricola, quī agrōs multōs habēbat equōsque pulchrōs.
Ōlim, cum in agrōs īret dēfessus, puerīs "Mēcum venīte,"
inquit, "equōsque ad aquam dūcite." Puerī autem in
umbrā humī mālēbant iacēre, nec patrem adiuvāre volē-
bant. Itaque, cum agricola iam ex hortō īsset, corvus,
quī pigrōs fīliōs sub arboribus vīderat, ē silvā ursam vocā-
vit, quae laeta ē spēluncā properāvit, ut puerōs raperet.
Eī miserī, cum ursam vīdissent, perterritī fugere nōn potu-
ērunt; paterque mox sub arboribus fīliōs invēnit mortuōs.
Ita puerī malī poenās dedērunt.

II. Translate into Latin:

A. 1. The wolves will come stealthily from the woods
to eat your monkey, boys.   2. Don't fight, sailors. The
farmers whom Marcus has called are coming from the
valley; I can hear their dogs.   3. The girls were in
the yard, and they did not see the wolf.   4. The boys
whose fathers you met yesterday will soon go to the shore
to catch fish.

B. 1. "The brave sailors whom my brother helped,"
said Quintus, "have gone to the woods to find the wolf."
2. "Marcus had begun to be unwilling to go," said
Claudia; "but when he heard the sea, he ran quickly
to the boat which the sailor had given to my sisters."
3. "Run to the farmhouse, children," said the farmer
"I saw a bear in the woods to-day, and could not kill it."

4. "Don't be afraid of the drunken sailors, boys," said the teacher. "They cannot frighten the dogs, which are now coming bravely from the field."

EXERCISE LIII

THE FOURTH OR U-DECLENSION

exercitus, M., *army*

	SINGULAR	PLURAL
Nominative	exercitus	exercitūs
Genitive	exercitūs	exercituum
Dative	exercituī	exercitibus
Accusative	exercitum	exercitūs
Ablative	exercitū	exercitibus

REMARK. Note that in the ending of the nominative singular the u is short, whereas it is long in the -us of the genitive singular and of the nominative and accusative plural.

Gender. Nouns of the fourth declension in -us are masculine or (rarely) feminine. For the inflection of neuters, see Summary of Forms, page 194.

VOCABULARY

fluctus, -ūs, M., *wave.*
impetus, -ūs, M., *attack.*
imperātor, -ōris, M., *general, commander.*
abscīdō, abscīdere, abscīdī, abscīsus, *cut off.*

lūdō, lūdere, lūsī, lūsum, *play.*
parō, parāre, parāvī, parātus, *prepare.* Sometimes construed with the present infinitive.

THE IMPERFECT OF CUSTOMARY PAST ACTION

In addition to the use already familiar, the **imperfect** indicative is often employed to describe a repeated past action; *e.g.,* **Ē silvā ursae in agrōs veniēbant,** *Bears used to*

EXERCITUS ITER FACIT

The above picture carved on a monument represents a division of the Roman army crossing the Danube on a bridge of boats. The commander in chief (*imperātor*), who leads the column, does not appear in that part of the carving here shown ; but two subordinate commanders can be seen, one already come to land, the other still upon the bridge.

come from the forest into the fields, or *Bears would come from the forest into the fields*. From now on in the Exercises this use of the imperfect will occasionally be illustrated.

I. Translate into English:

A. 1. Imperātor autem exercitum fortem ē silvā ad lītus dūxit, ibique in nautās malōs impetum ācrem fēcit. 2. Vōs quoque, agricolae, nōlīte timēre, sed fortiter ad villam currite; nōs enim interim nautās vocābimus et in vallem mittēmus. 3. Prope īnsulam fluctūs sunt magnī, nautaeque ibi saxa timent. 4. Agricolārum fīliae humī collocāvērunt avium nīdōs, eōsque ignī cōnsūmpsērunt; interim puerī corvī caveam pulchram in mare iēcērunt.

B. The Repentant Brother

In vīllā habitābant puer et puella, quōrum māter diū mortua erat. Pater saepe per silvam ībat in oppidum; interim līberī prope vīllam lūdēbant. Ōlim, cum puella in āreā esset, frāter malus eius pūpae caput abscīdit. Itaque puella vehementer īrāta in silvam properāvit, neque eam frāter invenīre potuit. Mox ē silvā vēnit agricolae fīlius, quī ibi lupum magnum vīderat. Tum frāter perterritus cum cane validō in silvam celeriter cucurrit, ut sorōrem invenīret. Ibi humī iacēbat puella dēfessa, eamque edere lupus parābat. Sed canis fortis, cum id vīdisset, in lupum fortiter fēcit impetum. Ita caput lupī, cum is ācriter cum cane pugnāret, puer secūrī frēgit.

II. Translate into Latin:

A. 1. When the farmers whom the general had called came to the shore, they wanted to cross to the island; but they could not, because the waves were high (*lit.* great).

2. Let's cut off the fishes' tails and throw them into the water; the other fishes will eat them.   3. The cook is preparing dinner.   Let's play now in the shade.   I will call the fat boy whom we met to-day on the shore.

B. 1. "The general was preparing to burn the ship," said the sailor.   "But *we* did not want to do it; and so he sent the farmers to call the other sailors."   2. "When the children were playing on the shore," said Julia, "the waves destroyed their boat."   3. "However," said Marcus, "the bear made a fierce attack upon the dogs; for there were three little bears in the cave."   4. "Why did you cut off my doll's head, Quintus?" cried Claudia.   "I'll go into the woods, and the bears will eat me there." "Don't run into the woods," said Quintus.   "I'll not kill the other dolls."

EXERCISE LIV

THE PASSIVE VOICE

PERFECT TENSES

Verbs of all conjugations form the passive of the perfect, pluperfect, and future perfect tenses in the same way, namely, by adding to the perfect passive participle (the fourth principal part) certain forms of **sum**.   One model, therefore, suffices for all conjugations; *e.g.:*

vocō, vocāre, vocāvī, vocātus

PASSIVE VOICE

PERFECT TENSE

	INDICATIVE	SUBJUNCTIVE
	SINGULAR	SINGULAR
1st person	vocātus **sum**	vocātus **sim**
2d person	vocātus **es**	vocātus **sīs**
3d person	vocātus **est**	vocātus **sit**

	INDICATIVE	SUBJUNCTIVE
	PLURAL	PLURAL
1st person	vocātī **sumus**	vocātī **sīmus**
2d person	vocātī **estis**	vocātī **sītis**
3d person	vocātī **sunt**	vocātī **sint**

PLUPERFECT TENSE

	SINGULAR	SINGULAR
1st person	vocātus **eram**	vocātus **essem**
2d person	vocātus **erās**	vocātus **essēs**
3d person	vocātus **erat**	vocātus **esset**

	PLURAL	PLURAL
1st person	vocātī **erāmus**	vocātī **essēmus**
2d person	vocātī **erātis**	vocātī **essētis**
3d person	vocātī **erant**	vocātī **essent**

FUTURE PERFECT INDICATIVE

	SINGULAR	PLURAL
1st person	vocātus **erō**	vocātī **erimus**
2d person	vocātus **eris**	vocātī **eritis**
3d person	vocātus **erit**	vocātī **erunt**

REMARK. Note that the participle **vocātus** is declined in the same way as **bonus**, and that it agrees in number and gender with the subject of the sentence. For convenience, only the masculine forms are given above; but any gender might be called for, as, **Claudia vocāta est, puellae vocātae sunt**, etc.

With **vocō** as a model, form the perfect, pluperfect, and future perfect tenses of **habeō**, **mittō**, **ferō**, **rapiō**, and **audiō**.

VOCABULARY

bellum, -ī, N., *war.*

hostis, -is (abl. -e), M. and F., *enemy.*

accipiō, accipere, accēpī, acceptus, *receive, accept, take.*

pāx, pācis, F., *peace.*

gerō, gerere, gessī, gestus, *wage, carry on, do.*

remittō, remittere, remīsī, remissus, *send back.*

READING LESSON

I. Translate into English:

A. 1. Hostium imperātor nōbīscum iam octō annōs bellum gesserat, neque capta erant oppida nostra. 2. Sorōrēs meae, cum in silvam īssent, subitō in ursārum spēluncam cecidērunt, et ita occīsae sunt. 3. Cum sex mīlia passuum iter fēcissēmus, ad locum idōneum vēnimus; moxque sub arboribus latuerāmus, ut corvōs caperēmus.

B. A Traitorous Schoolmaster

Multī puerī parvī, quōrum patrēs tum fortiter cum hostibus bellum gerēbant, cum magistrō ex oppidō in agrōs veniēbant, ut ibi lūderent. Saepe ita fēcerant; sed ōlim, cum multa mīlia passuum per agrōs īssent, subitō magister malus puerōs perterritōs ad hostium exercitum dūxit, eōsque imperātōrī dedit. Is autem īrātus nōlēbat accipere puerōs, quī ita ad eum ductī erant. Itaque magistrum in oppidum, puerōs domum remīsit. Ibi cum magister poenās dedisset, pāx cum hostium imperātōre bonō facta est.

II. Translate into Latin:

A. 1. Do not make peace with the enemy. 2. We have been sent back from the hills to the shore, and cannot help our fathers and mothers, who are living in the valley. 3. When war had been waged five years, the generals of the enemy marched stealthily many miles through the forest to burn our town. 4. Were your cups broken, cook? For when I was crossing a stream, the basket suddenly fell into the water.

B. 1. "The monkey was unwilling to receive the little fox into the cage," said the sailor; "and so they fought fiercely for a long time." 2. "Once," said the teacher,

"a great ship was broken there by the waves. On the shore were strong farmers who wanted to help the poor sailors, and could not." 3. "The doves upon which the raven made a fierce attack," said the farmer, "were killed; they are now lying on the ground near the farmhouse." "Let's carry them to the woods," said Marcus, "and throw them into the bears' den."

EXERCISE LV

PRONOUN OF IDENTITY AND INTENSIVE PRONOUN

īdem, eadem, idem, *the same*

SINGULAR

	Masc.	*Fem.*	*Neut.*
Nom.	īdem	eadem	idem
Gen.	eiusdem	eiusdem	eiusdem
Dat.	eīdem	eīdem	eīdem
Acc.	eundem	eandem	idem
Abl.	eōdem	eādem	eōdem

PLURAL

	Masc.	*Fem.*	*Neut.*
Nom.	eīdem / iīdem / īdem	eaedem	eadem
Gen.	eōrundem	eārundem	eōrundem
Dat.	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem
Acc.	eōsdem	eāsdem	eadem
Abl.	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem

ipse, ipsa, ipsum, *himself, herself, itself,* etc.

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	ipse	ipsa	ipsum	ipsī	ipsae	ipsa
Gen.	ipsīus	ipsīus	ipsīus	ipsōrum	ipsārum	ipsōrum
Dat.	ipsī	ipsī	ipsī	ipsīs	ipsīs	ipsīs
Acc.	ipsum	ipsam	ipsum	ipsōs	ipsās	ipsa
Abl.	ipsŏ	ipsā	ipsŏ	ipsīs	ipsīs	ipsīs

REMARK 1. Note that **īdem** is a compound of **is, ea, id.**

REMARK 2. In connection with a verb in the first or second person, **ipse** means " myself," " yourself," etc. ; *e.g.*, **Ipsī ad lītus properāvimus,** *We ourselves hurried to the shore.*

NOTE. These and several other pronouns may be used either as adjectives or nouns. In translating the neuter nominative and accusative of pronouns used as nouns, it is often necessary to supply the word "thing"; *e.g.*, **Idem vidēmus,** *We see the same* (*thing*), **Eadem audīvērunt,** *They heard the same* (*things*), etc.

VOCABULARY

flūmen, -inis, N., *river.*   **statim,** adverb, *at once, im-*
mīles, -itis, M., *soldier.*   *mediately.*

READING LESSON

I. Translate into English :

A. 1. Hostēs iam puerōs puellāsque occīdēbant; nōs idem faciēbāmus. 2. Ipsīus imperātōris fīlius in agrīs occīsus est; tum pater statim pācem nōbīscum fēcit. 3. Caput mīlitis fortis abscīsum est, et in oppidum remissum. 4. Nōlī fugere, Quīnte, sed fortiter parvās ursās rape; nōs enim ursās cēterās terrēbimus.

B. A Soldier off Duty

"Ōlim," inquit avus meus, "vēnātor ē silvā vēnit in oppidum, ut secūrēs trīs emeret. Cum autem domum īret, mīles ēbrius, quī sub arbore altā sedēbat, in eum subitō impetum ācrem fēcit, secūrēsque rapere voluit. Tum vēnātor vehementer īrātus hōrās duās cum mīlite ācriter pugnāvit, nec eum occīdere potuit. Interim autem in silvam vēnerat imperātor ipse; quī statim, cum mīlitem vīdisset ēbrium, vēnātōrem adiūvit, mīlitemque in oppidum remīsit, ut ibi poenās daret."

II. Translate into Latin:

A. 1. Let us at once send back the general himself; for peace has now been made with the enemy. 2. The sons of the general were received, but his daughters were sent back to the ship. 3. The boat has been thrown upon the rocks by the waves. The tired sailors themselves will carry it to the river. 4. The war had been waged many years; but the enemy were now preparing to make peace.

B. 1. "Bring the same boys to me, Quintus," said the soldier; "I want to send them back to their brave fathers." 2. "What then was done," asked Quintus, "when the army had made a fierce attack upon the town, and had not been able to break the gate?" 3. "The farmers would cut off the horses' tails," said Claudia. "Then the horses were not pleased." 4. "When we were playing near the river," said Julia, "we heard the same drunken sailor who frightened the girls yesterday; and so we ran at once to the farmhouse."

EXERCISE LVI

THE FIRST OR Ā-CONJUGATION

vocō

PASSIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocor	vocāmur	vocer	vocēmur
2d person	vocāris	vocāminī	vocēris	vocēminī
	vocāre		vocēre	
3d person	vocātur	vocantur	vocētur	vocentur

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocābar	vocābāmur	vocārer	vocārēmur
2d person	vocābāris	vocābāminī	vocārēris	vocārēminī
	vocābāre		vocārēre	
3d person	vocābātur	vocābantur	vocārētur	vocārentur

FUTURE TENSE

	SINGULAR	PLURAL
1st person	vocābor	vocābimur
2d person	vocāberis	vocābiminī
	vocābere	
3d person	vocābitur	vocābuntur

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	vocāre	vocāminī

PRESENT INFINITIVE

vocārī

REMARK 1. As a preliminary to learning the above forms of the indicative and subjunctive, note (1) that everywhere in the third persons the passive is formed by adding -**ur** to the corresponding active forms ; and (2) that in the first persons **r** is either added to final **ō** of the corresponding active forms (with shortening of the **ō**), or substituted there for final **m** or **s**.

REMARK 2. Observe the relation which the forms of the present imperative bear to those of the second persons of the present indicative.

VOCABULARY

nox, noctis, F., *night*.   **castra, -ōrum**, N., *camp*.

REMARK. In the plural, **nox** has I-stem endings.

MODEL SENTENCE

Ursae enim ā vēnātōre occīsae erant, For the bears had been killed by the hunter.

RULE. *With a passive verb, the doer is indicated by the ablative case introduced by the preposition* **ā, ab**. *This construction is known as Ablative of the Agent.*

REMARK 1. The ablative of agency must be distinguished carefully from the ablative without a preposition as used to tell the *means* by which a thing is accomplished ; *e.g.*, **Ursae enim secūrī occīsae erant**, *For the bears had been killed with an ax.* Here the doer is not mentioned at all ; but the means by which the act was done is indicated by **secūrī**.

REMARK 2. The two forms of the preposition **ā, ab** are identical in meaning. The form **ab** is to be used when the following ablative begins with a vowel or **h**.

READING LESSON

I. Translate into English :

A. 1. Nam mīlitēs, quī ad flūmen ierant, ibi statim ab hostibus eīsdem captī sunt.   2. Parābāsne vulpēculās in

BUILDING A RAMPART

Roman soldiers were trained to work as well as to fight, and on campaigns, even under ordinary circumstances, they had much fortifying to do. For when the army halted in the open country even for a night, a well-ordered camp (*castra*) had to be laid out and surrounded by a wall of fortification. The above illustration represents another carving on the monument referred to in connection with Exercise LIII.

silvam remittere? Mārcus ipse in corbulā eās collocābit et in silvam feret. 3. Cūr bellum ā mīlitibus nostrīs sex annōs cum hostibus fortibus gestum erat? 4. Imperātor idem, quia pācem nōbīscum facere nōn potuerat, flūmen statim trānsiit, ut ā cēterīs hostibus adiuvārī posset.

B. The Brave Soldiers

Puerī trēs in vīllā prope flūmen magnum habitābant, ibique piscīs pulchrōs saepe cēpērunt. Sed ōlim, cum in rīpā corbulae cum piscibus collocātae essent, subitō ē silvā ērūpit ursa parva, quae terruit puerōs, piscēsque rapere coepit. Sed iam pater ipse puerōrum ex agrīs properābat, ut ursam occīderet; quae perterrita in arborem ēscendit, moxque in rāmō magnō sedēbat. Statim autem agricola quoque ēscendit, rāmumque abscīdere parābat. Itaque ursa, cum in rāmōs cēterōs trānsīre vellet, ad terram in caput cecidit, et ā canibus occīsa est. Tum mīlitēs trēs, quī in umbrā interim latuerant, iam fortiter ē latebrīs properāvērunt, caputque ursae abscīdērunt; quod mox tulērunt in castra imperātōrīque dedērunt.

II. Translate into Latin:

A. 1. Let's send back the nests to the farmhouse, so that they may be given at once to the little girls. 2. When the soldiers were being called to camp by the general, the enemy quickly crossed the river with a large army and burned our ships. 3. Don't sit on the dolls' table, boys; Quintus broke it yesterday. 4. When we had hurried home from the woods, in order that the wolf which we had caught might be at once placed in a cage, the farmer refused to receive him; and we could not send the wolf back to the woods, because it was now night.

B. 1. "Let's hurry to camp at once," said the same soldiers; "for the enemy will soon cross the river, and we are afraid of the night." 2. "When a fierce attack had been made by the enemy on our army," said our grandmother, "the other soldiers fled into the woods; but your grandfather, who was a general, himself traveled many miles through the night to a small camp, to warn the sailors who had been sent from the other islands to the shore."

EXERCISE LVII

INDEFINITE PRONOUN

quīdam, quaedam, quoddam, (*a*) *certain*

SINGULAR

	Masc.	*Fem.*	*Neut.*
Nom.	quīdam	quaedam	quoddam
Gen.	cuiusdam	cuiusdam	cuiusdam
Dat.	cuidam	cuidam	cuidam
Acc.	quendam	quandam	quoddam
Abl.	quōdam	quādam	quōdam

PLURAL

	Masc.	*Fem.*	*Neut.*
Nom.	quīdam	quaedam	quaedam
Gen.	quōrundam	quārundam	quōrundam
Dat.	quibusdam	quibusdam	quibusdam
Acc.	quōsdam	quāsdam	quaedam
Abl.	quibusdam	quibusdam	quibusdam

NOTE. The above pronoun is here treated as an adjective. When it is used as a noun, the nominative and accusative singular of the neuter take the form **quiddam**, *a certain* (*thing*).

REMARK. As an aid to the memory, note the close relation between the forms of **quīdam** and those of the relative **quī**.

nūbēs, -is (abl. -e), F., *cloud*.   **āter, -tra, -trum,** *black, dark.*
igitur, postpositive conjunc-   **māne,** adverb, *in the morn-*
tion, *therefore*.   *ing, early.*

READING LESSON

I. Translate into English :

A. 1. Mīlitēs īdem ad castra māne ībunt, ut ab imperā-
tōre ipsō adiuventur.   2. Tum imperātor fortis cum exercitū
parvō statim flūmen quoddam trānsiit, et per noctem in
hostium agrōs iter fēcit.   3. Eāmus in silvam, ut avium
nīdōs inveniāmus. Validōs puerōs vocā, Quīnte.   4. Equī
ātrī, cum ā mīlite quōdam ad flūmen ductī essent, in aquam
celeriter cucurrērunt.

B. A Stolen Picnic

In lūdō quōdam cum magistrō habitābant puerī paucī.
Ōlim, cum iam nox esset magisterque in lectō iacēret, puerī
fūrtim ē lūdō iērunt in agrōs, mālaque agricolārum multa
rapuērunt. Tum, cum rīvum trānsīssent ad īnsulam par-
vam, prope ignem, quem ē rāmīs fēcerant, mox humī
iacēbant, ut māla ederent. Sed subitō in caelō erant
multae nūbēs ātrae, neque lūnam iam vidēre poterant puerī;
quī igitur perterritī per noctem domum currere coepērunt.
Ita duo, quī obēsī erant, in rīvum cecidērunt, māneque
mortuī inventī sunt. Cēterī autem, ut poenās darent, ā
magistrō missī sunt ad agricolās, quōrum māla rapuerant.

II. Translate into Latin :

A. 1. When the girls went into the yard to call the
boys, they saw black clouds in the sky.   2. Therefore
certain soldiers hastened to the farmhouse, and seized the

horses which had been captured by the enemy. 3. While the farmer himself was being called by the sailor, his sons were preparing to send horses to the camp. 4. The enemy had now done the same thing; and so we wanted to make peace with them at once.

B. 1. "While the dogs were playing in the yard near the farmhouse," said Marcus, "a wolf came stealthily into the garden and made a fierce attack upon the little bear." 2. "Let's run bravely into the water," said Quintus; "for the boat has been filled with the waves, and the girls are thoroughly frightened." 3. "In the morning," said the sailor, "we shall send certain hunters to the same place to meet the other generals." 4. "Our general," said my grandfather, "had refused to receive the brave sailors and farmers. And so a certain farmer's son hurried through the night to the camp of the enemy, and led soldiers to the shore to capture our ships."

EXERCISE LVIII

THE SECOND OR Ē-CONJUGATION

habeō

PASSIVE VOICE

INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	habeor	habēmur	habear	habeāmur
2d person	habēris	habēminī	habeāris	habeāminī
	habēre		habeāre	
3d person	habētur	habentur	habeātur	habeantur

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	habēbar	habēbāmur	habērer	habērēmur
2d person	habēbārīs	habēbāminī	habērēris	habērēminī
	habēbāre		habērēre	
3d person	habēbātur	habēbantur	habērētur	habērentur

FUTURE TENSE

	SINGULAR	PLURAL
1st person	habēbor	habēbimur
2d person	habēberis	habēbiminī
	habēbere	
3d person	habēbitur	habēbuntur

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	habēre	habēminī

PRESENT INFINITIVE

habērī

REMARK. In memorizing these forms, note the correspondences between active and passive which were pointed out in Exercise LVI.

VOCABULARY

longē, adverb, *far (away)*.
lūx, lūcis, F., *light*.

iubeō, iubēre, iussī, iussus, *command, order*. Construed with the accusative and present infinitive.

REMARK 1. In previous Exercises several verbs have been mentioned as construed with the present infinitive; *e.g.*, **possum, mālō,** etc. The meaning of some of these verbs is such that (as in the case of **iubeō** above) the dependent infinitive may have a subject accusative. Thus we may say either **Iubeō tē īre,** *I order you to go*, or **Volō tē īre,** *I want you to go*.

REMARK 2. The genitive plural of **lūx** is lacking, and the ending of the accusative plural is -**ēs** or -**īs**.

I. Translate into English:

A. 1. Nam ā puerīs īsdem nōn terrēbor.   2. Corbulae bācīs complēbantur.   3. Nōlī puerīs sagittās dare; eōs enim longē in silvam īre nōlumus.   4. Mīlitēs igitur iussērunt nautās dēfessōs in ignem rāmōs iacere, ut in litore magna esset lūx.   5. In mīlitēs, cum per vallem iter facerent, eōrundem agricolārum canēs fortiter impetum fēcērunt.

· *B. Lost in the Cave*

"Ōlim," inquit avia mea, "puer et puella parva ex hortō fūrtim in silvam iērunt, ut rīvum flōrēsque vidērent. Ibi autem spēluncam invēnērunt magnam, in quam laetī cucurrērunt, ut in umbrā lūderent; ursae enim ab eīs nōn timēbantur. Cum ibi diū lūsissent, puer subitō longē in spēluncam fūgit, puellaque, quae eum capere volēbat, quoque per spēluncam properāvit. Diū cucurrērunt; sed iam viam vidēre nōn poterant, quia in spēluncā erat nox ātra. Humī igitur perterritī sēdērunt. Mox autem puella lūcem parvam longē vīdit; cumque tria mīlia passuum ad eum locum iter fēcissent, subitō ē spēluncā in lītus vēnērunt."

II. Translate into Latin:

A. 1. The general wanted certain soldiers to carry baskets into the fields to be filled with apples by the farmers. 2. Therefore let us send the hunter himself at once to the camp. For the enemy have crossed the river, and will make an attack in the morning.   3. Once, when the night was dark, certain sailors fled from the town and ran to the river, so that the enemy might be warned.   4. The

general ordered the same soldiers to cross the river and take our camp.

B. 1. "The enemy were then fighting fiercely with us," said a certain soldier; "but our general ordered us to make an attack at once on the camp also."   2. "While the boats were being filled with fish," said the hunter, "certain farmers stole the sailors' horses, which had been led far into the fields."   3. "Many soldiers had been killed by the enemy," said my father.   "But it was now dark night; and so the others fled from the forest, and were carried to the island by ship."

EXERCISE LIX

THE FIFTH OR Ē-DECLENSION

	diēs, M., *day*		rēs, F., *circumstance*, *thing*	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	diēs	diēs	rēs	rēs
Genitive	diēī	diērum	reī	rērum
Dative	diēī	diēbus	reī	rēbus
Accusative	diem	diēs	rem	rēs
Ablative	diē	diēbus	rē	rēbus

Gender. Nouns of the fifth declension are feminine. Even **diēs**, which is an exception to this rule, is sometimes feminine in the singular.

VOCABULARY

CARDINAL NUMERALS

ūnus, -a, -um, *one.*	sēdecim, *sixteen.*
ūndecim, *eleven.*	septendecim, *seventeen.*
duodecim, *twelve.*	duodēvīgintī, *eighteen.*
tredecim, *thirteen.*	ūndēvīgintī, *nineteen.*
quattuordecim, *fourteen.*	vīgintī, *twenty.*
quīndecim, *fifteen.*	Indī, -ōrum, M., *Indians.*

With the exception of **ūnus**, the above cardinal numerals are indeclinable. The plural of **ūnus** is regular, but the singular is inflected as follows:

	Masculine	*Feminine*	*Neuter*
Nominative	ūnus	ūna	ūnum
Genitive	ūnīus	ūnīus	ūnīus
Dative	ūnī	ūnī	ūnī
Accusative	ūnum	ūnam	ūnum
Ablative	ūnō	ūnā	ūnō

There are in Latin eight other adjectives declined in the genitive and dative singular after the fashion of **ūnus**. Although not all of these words are to be here used, the full list should be memorized once for all; namely, **alius, alter; ūllus, nūllus; uter, neuter; sōlus, tōtus, ūnus.** See also Summary of Forms, page 197.

NOTE. When strengthened by the adverb **ūnā**, the preposition **cum** is often well rendered by " together with," " along with," etc. ; *e.g.,* **Nāvēs ūnā cum cymbīs ad īnsulam missae sunt,** *The ships, together with the boats, were sent to the island.*

Is, ea, id AS AN ADJECTIVE

The personal pronoun **is, ea, id**, " he," " she," " it," may also be used as an adjective meaning " this "; *e.g.,* **is diēs,** *this day; ;* **ea rēs,** *this circumstance,* etc.

READING LESSON

I. Translate into English:

A. 1. Ūnā cum eīs nautīs fortibus ad castra properēmus ; ibi enim mīlitēs nōs ad imperātōrem ipsum dūcent. 2. Cum audīvissēmus equōs hostium lūcemque in lītore vīdissēmus, tum imperātor iussit exercitum celeriter per silvam iter facere. 3. Nūbēs albās in caelō vidēte, puellae.

Potestisne lūnam quoque vidēre? 4. Cum id bellum sēdecim annōs gestum esset, hostēs mare nāvibus trānsiērunt, et in oppida nostra impetum ācrem fēcērunt.

B. Captured by the Indians

"In quōdam oppidō," inquit māter vestra, "prope silvam habitābat agricola ūnā cum duōbus fīliīs parvīs. Ōlim, cum diū bellum cum Indīs gestum esset pāxque iam esset facta, fīliī eius agricolae laetī per agrōs lūdēbant. Subitō autem trēs Indī malī ērūpērunt ē silvā, puerōsque cēpērunt, quī perterritī fugere nōn potuerant; tum statim puerōs ūnā cum equīs, quōs ex agrīs rapuerant, longē in silvam dūxērunt. Pater vehementer īrātus in silvam statim cucurrit, neque fīliōs invenīre potuit. Eī autem, cum multōs diēs cum Indīs habitāvissent, ā mīlitibus quibusdam inventī sunt; quī occīdērunt Indōs, puerōsque ad patrem remīsērunt."

II. Translate into Latin:

A. 1. These dogs together with the raven will be given to the boys by whom the wolf was killed. 2. Therefore the general himself with a large army marched through the fields sixteen miles. 3. The Indians at once made an attack on the three farmhouses, and captured one farmer's horses. 4. In the morning the general will order these brave hunters to cross the river with the same soldiers, so as to burn the tents of the enemy.

B. 1. "Let us send back twelve Indians into the forest," said the soldier; "the others we will throw into the waves." 2. "Together with (his) father and brothers," said Claudia, "Marcus was called into the fields yesterday by the soldiers; for the enemy were then crossing the river." 3. "I have received twelve baskets," said the sailor. "Where are the others?" 4. Then said the farmer

to(his)sons, "Why have you cut off the heads of these brave dogs? Soon you will kill my horses, too." 5. "Thoroughly frightened by this circumstance," said the teacher, "the sailors have fled to the river. To-morrow the soldiers will do the same thing."

EXERCISE LX

THE THIRD OR Ĕ-CONJUGATION

mittō

PASSIVE VOICE

INDICATIVE MOOD		SUBJUNCTIVE MOOD	

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st per.	mittor	mittimur	mittar	mittāmur
2d per.	mitteris	mittiminī	mittāris	mittāminī
	mittere		mittāre	
3d per.	mittitur	mittuntur	mittātur	mittantur

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st per.	mittēbar	mittēbāmur	mitterer	mitterēmur
2d per.	mittēbāris	mittēbāminī	mitterēris	mitterēminī
	mittēbāre		mitterēre	
3d per.	mittēbātur	mittēbantur	mitterētur	mitterentur

FUTURE TENSE

	SINGULAR	PLURAL
1st per.	mittar	mittēmur
2d per.	mittēris	mittēminī
	mittēre	
3d per.	mittētur	mittentur

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	mittere	mittiminī

PRESENT INFINITIVE

mittī

INTERROGATIVE PRONOUN

(quis) quī, quae (quid) quod, *who? what?*

When used as an adjective, this word is inflected exactly as the relative **quī, quae, quod.** When it is used as a noun, **quis** replaces **quī** (nominative singular), **quid** replaces **quod** (nominative and accusative singular), and the feminine is lacking throughout. The noun use is the more frequent; *e.g.*, **Quis venit?** *Who is coming?* **Quibuscum sedētis?** *With whom are you sitting?* **Quōs vīdit?** *Whom did he see?* etc.

VOCABULARY

commōtus, -a, -um, *excited,* disturbed.

frūmentum, -ī, N., *grain.*

omnis, -is, -e, *every, the whole, all.*

uxor, -ōris, F., *wife.*

READING LESSON

I. Translate into English:

A. 1. Quis voluit avīs pulchrās in silvam remittī? 2. Nam Indī, eō impetū commōtī, frūmentum omne in spēluncā ātrā collocāvērunt. 3. Vēnātōrum uxōrēs ūnā cum vīgintī līberīs in agrīs cuiusdam agricolae imperātōrēs ipsōs convēnērunt. 4. Mīles obēsus, cum līberī ab Indīs in silvam dūcerentur, in vīllā latēbat. Nōlite eum terrēre.

B. An Indian Raid

In quādam valle erat flūmen magnum, in quō parvae īnsulae erant multae. Ibi habitābant ūnā cum uxōribus līberīsque agricolae quīdam fortēs. Indī autem saepe ē silvā fūrtim veniēbant ad flūminis rīpam, et in cymbīs parvīs ad īnsulās properābant, ut in agricolārum vīllās impetum facerent. Ōlim, cum ita equī in agrīs omnēs occīsī essent, frūmentumque esset ignī cōnsūmptum, līberī quoque sēdecim ab Indīs captī sunt et longē in silvam ductī. Tum agricolae validī, vehementer commōtī, ad rīpam properāvērunt; cumque mīlia passuum tredecim iter fēcissent per noctem, subitō in Indōrum castra impetum ācrem fēcērunt, eaque ignī cōnsūmpsērunt. Itaque hostēs longē per vallēs fūgērunt perterritī, līberī autem ā patribus domum ductī sunt.

II. Translate into Latin:

A. 1. These Indians all came into one place, and for many days terrified the wives and children of the farmers. 2. To whom was the black horse given? By whom was he led into the field? Whose grain is he eating? 3. When they saw the grain which the farmers were bearing to the river bank, the soldiers wanted to be carried at once by ship to the island. 4. The general is ordering certain hunters to travel through the woods to the river; for a camp has been placed there near the town by the enemy.

B. 1. "Where is the light of the moon, Quintus?" asked Marcus. "The night is dark, and I cannot find the road." 2. "When the chickens were being killed by the little fox," said Quintus, "we all ran quickly to call the farmer." 3. "Much disturbed by these things," said my father, "the hunter's brave wife sent the same soldier to

warn the general, who was then marching into the forest
with a small army to capture certain bad Indians."
4. "The Indians would often rush forth suddenly from
the forest and kill our horses," said your grandfather.
"Then we would run to the camp ourselves and call the
soldiers."

EXERCISE LXI

REFLEXIVE PRONOUN

suī (gen. sing.), *of himself,
of herself, of itself.*

IRREGULAR NOUN

vīs, F., *violence, force.*

	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	——	——	vīs	vīrēs
Genitive	suī	suī	——	vīrium
Dative	sibi	sibi	——	vīribus
Accusative	sē, sēsē	sē, sēsē	vim	vīrīs, vīrēs
Ablative	sē, sēsē	sē, sēsē	vī	vīribus

REMARK. Note that the forms of **suī** are the same for all
genders.

VOCABULARY

**cōgnōscō, cōgnōscere, cōgnōvī,
cōgnitus,** *find out, learn.*

dīcō, dīcere, dīxī, dictus, *say.*

putō, putāre, putāvī, putātus,
think.

tempestās, -ātis, F., *storm.*

INDIRECT DISCOURSE

What a person says, thinks, hears, or the like, may be
reported directly or indirectly. Thus, if Marcus yesterday
uttered the sentence, "The dog is lying in the grass," to-
day I can report what he said

(1) Directly: *Marcus said, "The dog is lying in the grass;"*

(2) Indirectly: *Marcus said that the dog was lying in
the grass.*

By the use of either sentence I tell exactly what Marcus said, but in one case I quote the very words he used, in the other I do not. Quotation by the second method is known as Indirect Discourse. The two English sentences given above would appear in Latin in the following form:

   (1) Direct: "**Canis in herbā iacet**," **inquit Mārcus.**
   (2) Indirect: **Mārcus dīxit canem in herbā iacēre.**

It will at once be seen that the Latin method of indirect quotation is quite different from the English; for the Latin here somewhat literally would be: "Marcus said *the dog to be lying* in the grass."

RULE FOR INDIRECT DISCOURSE. *The infinitive with subject accusative is used in quoting indirectly anything said, thought, heard, or the like.*

NOTE 1. Indirect quotation of course is not confined to things said, thought, heard, etc., in the past. Whatever *is, was*, or *shall be* said, thought, heard, etc., is treated in one and the same way ; *e.g.*,

  Vēnātor putat ursam in spēluncā esse, The hunter *thinks* that the bear is in the cave.
  Vēnātor putābit ursam in spēluncā esse, The hunter *will think* that the bear is in the cave.
  Vēnātor putāvit ursam in spēluncā esse, The hunter *thought* that the bear was in the cave.

At first sight it may seem a little odd that in the last of these examples the present infinitive **esse** balances "was" in the English translation. The justification of the present infinitive in such a sentence at once appears, however, if we revert again to a literal rendering: "The hunter thought the bear *to be* in the cave."

NOTE 2. In addition to its subject accusative, the infinitive of indirect discourse may, of course, have also an accusative object ;

e.g., **Mārcus dīcit vēnātōrem occīdere ursam**, *Marcus says that the hunter is killing the bear.*

NOTE 3. The reflexive **sē (sēsē)** is used as subject or direct object of the infinitive of indirect discourse when the verb of saying, thinking, etc., is in the third person, and the accusative refers to the subject of that verb; *e.g.*, **Mārcus dīxit sē in herbā iacēre** (Marcus said himself to be lying in the grass), *Marcus said that he was lying in the grass.*

READING LESSON

I. Translate into English:

A. 1. Dīcisne tē in agrīs equōs vidēre? Nautae putant omnīs equōs in valle esse. 2. Putāvimus nōs ad īnsulās trānsīre posse; vīs autem flūminis magna erat. 3. Imperātor cōgnōverat sē ibi cum hostibus pugnāre nōn posse. 4. Cum vī tempestātis nāvēs validae frangerentur, nautae miserī in mare frūmentum omne iēcērunt.

B. The Enemy Repulsed

Agricola quīdam ūnā cum uxōre līberīsque diū prope flūmen pulchrum habitāverat. Ōlim autem ad vīllam subitō cucurrērunt mīlitēs quattuor, quī dīxērunt Indōs celeriter per silvam venīre. Tum agricola commōtus uxōrem iussit līberōs in cymbā collocāre; ipse autem in agrōs properāvit, ut agricolās cēterōs monēret. Interim Indī ē silvā vēnerant; quī cum vīllam ignī cōnsūmpsissent neque agricolam invenīre potuissent, ad rīpam cucurrērunt. Sed māter perterrita iam in īnsulam quandam trānsierat, ibique tūta cum līberīs in spēluncā latēbat. Cum autem Indī quoque ad eam īnsulam trānsīre parārent, subitō ab agricolīs fortibus impetus ācer factus est. Hostēs multī ab eīs captī sunt, cēterīque celeriter in silvam fūgērunt.

II. Translate into Latin:

A. 1. Who thinks that there are eighteen sailors in the boat? Whom have you sent to meet them? 2. I had learned that the boys were throwing the fish into the sea. 3. The farmhouses had been wrecked (*lit.* broken) by the force of the storm; and so the general placed the tired soldiers in the tents which he had found in the camp of the enemy. 4. I wanted the books to be given to one boy and two girls. To whom did you give them?

B. 1. Marcus said that he was filling all the baskets with grain. 2. For many days we traveled with this brave sailor through the hills and valleys. 3. Much frightened by these things, the children now learned that the same Indians were killing the horses. 4. The farmers seized a boat, so that (their) wives and children might be sent at once to a safe and suitable place. 5. "Do you see a light in the sky, my son?" asked the farmer. "I think I see a great star," replied the boy; "but clouds are filling the whole sky."

EXERCISE LXII

IRREGULAR VERB

ferō

PASSIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	feror	ferimur	ferar	ferāmur
2d person	ferris	feriminī	ferāris	ferāminī
	ferre		ferāre	
3d person	fertur	feruntur	ferātur	ferantur

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ferēbar	ferēbāmur	ferrer	ferrēmur
2d person	ferēbāris	ferēbāminī	ferrēris	ferrēminī
	ferēbāre		ferrēre	
3d person	ferēbātur	ferēbantur	ferrētur	ferrentur

FUTURE TENSE

	SINGULAR	PLURAL
1st person	ferar	ferēmur
2d person	ferēris	ferēminī
	ferēre	
3d person	ferētur	ferentur

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	ferre	feriminī

PRESENT INFINITIVE

ferrī

THE RELATIVE PRONOUN

In Latin an entirely new sentence may be begun by a relative pronoun referring back to something mentioned in the previous sentence. The relative so used is best translated by a demonstrative pronoun ; *e.g.*, **Indī in silvam properāvērunt. *Quod* cum vīdissent, agricolae laetī ē latebrīs vēnērunt,** *The Indians hurried into the forest. When the farmers saw* **this,** *they came joyfully from their hiding places.*

REMARK. Note that in this use, as regularly elsewhere, the relative stands first in its clause.

VOCABULARY

ovis, -is (abl. -e), F., *sheep*.

vōx, vōcis, F., *voice, cry*.

custōdiō, custōdīre, custōdīvī, custōdītus, *watch, guard*.

redeō, redīre, rediī, reditum, *return, go back*.

nūllus, -a, -um, *none, no, not . . . any*.

ūllus, -a, -um, *any*. Used mostly in negative clauses.

fortasse, adverb, *perhaps*.

paulō post, adverbial phrase, *a little later*.

REMARK. The declension of **nūllus** and **ūllus** is the same as that of **ūnus**; see Exercise LIX.

READING LESSON

I. Translate into English:

A. 1. Magnā vōce puerōs vocēmus, ut corbulae statim ab eīs ad castra ferrī possint. 2. Quod cum cōgnōvissent, mīlitēs celeriter rediērunt, ut imperātōris uxōrem līberōsque custōdīrent. 3. Ovēs vī flūminis perterritae ad īnsulam trānsīre nōlēbant. 4. Quibus rēbus commōtī, agricolae dīxērunt sē ovīs nūllās habēre; paulō post autem ūnā cum gallīnīs ovīs multās hostibus dedērunt.

B. A Practical Joke

Agricolae quīdam, quī ovēs habēbant multās, puerum pigrum in agrōs īre iubēbant, ut eās custōdīret. Cui "Lupus fortasse ē silvā veniet," inquiunt. "Tum nōs vocā; nam ex hortīs statim currēmus, ut terreāmus lupum tēque adiuvēmus." Diū puer custōdīvit ovīs, neque ūllum lupum vīdit. Sed ōlim, ut agricolās terrēret, subitō magnā vōce "Lupōs, lupōs!" inquit. Quā vōce commōtī, agricolae celeriter in agrōs cucurrērunt. Cum autem lupum vīdissent nūllum, puerumque lūdere cōgnōvissent, vehementer īrātī in hor-

tōs rediērunt. Sed paulō post vēnit ē silvā lupus magnus. Tum puer perterritus magnā vōce "Lupum, lupum!" inquit; "celeriter currite, agricolae!" Eī autem putābant puerum lūdere, nec in agrōs properāre voluērunt. Is igitur miser ā lupō occīsus est.

II. Translate into Latin:

A. 1. A little later, perhaps, a few fish will be carried to town by the sailors; but I do not think that there are any sailors in the ship now. 2. When the general had seen this, he ordered sixteen brave soldiers to travel two days through the hills and valleys to the bank of a great river. 3. Whom were you guarding? Whose voice was heard in the fields? 4. Why did you return home from the shore? Did you think that the Indians were burning your grain?

B. 1. "While I was myself watching the same sheep," said the farmer, "a strong wolf came from (its) cave. For the night was dark, and there were many clouds in the sky." 2. "In the morning," said Julia, "we shall hear the voices of birds in the trees." "I do not see any nests," said Marcella. "Do you think that there are birds there, Quintus?" 3. "When the boat was being carried into the sea," said the teacher, "the great waves began to fill with water the baskets which the sailors had placed on the shore."

EXERCISE LXIII

THE THIRD OR E-CONJUGATION (continued)

rapiō

PASSIVE VOICE

| INDICATIVE MOOD | | SUBJUNCTIVE MOOD | |

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapior	rapimur	rapiar	rapiāmur
2d person	raperis	rapiminī	rapiāris	rapiāminī
	rapere		rapiāre	
3d person	rapitur	rapiuntur	rapiātur	rapiantur

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapiēbar	rapiēbāmur	raperer	raperēmur
2d person	rapiēbāris	rapiēbāminī	raperēris	raperēminī
	rapiēbāre		raperēre	
3d person	rapiēbātur	rapiēbantur	raperētur	raperentur

FUTURE TENSE

	SINGULAR	PLURAL
1st person	rapiar	rapiēmur
2d person	rapiēris	rapiēminī
	rapiēre	
3d person	rapiētur	rapientur

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	rapere	rapiminī

PRESENT INFINITIVE

rapī

VOCABULARY

gēns, gentis, F., *nation, tribe.*
rēx, rēgis, M., *king, chief.*
sustineō, sustinēre, sustinuī, sustentus, *sustain, endure.*

noctū, adverb, *at night, by night.*
undique, adverb, *on all sides.*

NOTE. One-syllable masculines and feminines of the third declension ending in -s or -x preceded by a consonant (as **gēns** above) have in the plural I-stem endings. Compare also **nox** (Exercise LVI) and **lūx** (Exercise LVIII).

READING LESSON

I. Translate into English:

A. 1. Rēx hostium, cum cōgnōvisset ab imperātōre nostrō frūmentum undique rapī, mīlitēs fortīs mīsit, ut villās custōdīrent. 2. Lupī fortasse impetum canum sustinēre nōn poterunt; vēnātor enim dīxit lupōs omnīs vehementer canēs timēre. 3. Cum Indī fūrtim per agrōs iter facerent, nūllīus canis vōx ab agricolīs audīta est. 4. Quis putat nōs hostium impetum decem diēs sustinēre posse?

B. A Poor Hiding Place

"Ōlim," inquit avus noster, "agricolae paucī in silvam iter celeriter fēcērunt, ignīque cōnsūmpsērunt tabernācula quōrundam Indōrum, quī undique ex agrīs ovīs equōsque rapuerant; tum laetī domum rediērunt. Paulō post autem Indī multī noctū properāvērunt ē silvā, et subitō in cuiusdam agricolae villam impetum ācrem fēcērunt. Agricola, cum fīliī fortiter pugnārent, uxōrem līberōsque in latebrīs tūtīs collocābat. Tum, cum vidēret impetum Indōrum sustinērī nōn posse, ūnā cum fīliīs ē vīllā fūgit. Mātrem līberōsque cēterōs Indī invenīre nōn potuērunt. Sed ūnum cēpērunt puerum parvum, quī in cūnīs latuerat; quem igitur dūxērunt in silvam rēgīque omnium gentium dedērunt."

II. Translate into Latin:

A. 1. When the fish were being thrown from the boat upon the sand, the tired sailor ordered the fat boys to carry to a safe place the baskets, which were being broken by the force of the waves. 2. Much excited by these things, the chiefs of these tribes wanted to kill all the farmers who were living in the valley. 3. On all sides the soldiers threw fire into the tents, but they were not able to find any Indians.

B. 1. When the sturdy sailor heard this, he said that there were eight axes in the boat, and that he was willing to fight. 2. "We withstood the attack bravely for a long time," said the soldier; "for we thought that our general was hurrying from the shore with all the sailors." 3. "Let's lead the sheep also into the yard," said Quintus. "I am afraid of the bears which the hunter saw in the woods yesterday." 4. "When we had traveled far by night," said the brave farmer, "suddenly we saw a great light, and thought that the sailors were burning the farmhouses."

EXERCISE LXIV

IRREGULAR VERB

fīō, fierī, factus sum, *be made, become*

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	fīō	[fīmus]	fīam	fīāmus
2d person	fīs	[fītis]	fīās	fīātis
3d person	fit	fīunt	fīat	fīant

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	fīēbam	fīēbāmus	fierem	fierēmus
2d person	fīēbās	fīēbātis	fierēs	fierētis
3d person	fīēbat	fīēbant	fieret	fierent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	fīam	fīēmus
2d person	fīēs	fīētis
3d person	fiet	fīent

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	fī	fīte

REMARK. The forms fīmus and fītis are put in square brackets because they are not in common use.

NOTE 1. Fīō ("be made," "become"), despite its largely active formation, is logically the passive of faciō ("make"). It thus happens that faciō utilizes the above forms of fīō, instead of working out its own corresponding regular passive forms; *e.g.*, Cum pāx fieret, *When peace was being made*. In the perfect tenses, fīō in turn utilizes the passive forms of faciō (as, factus sum, etc.).

NOTE 2. Just as with the verb sum (see Exercise XIV), a predicate noun or adjective is often found with fīō; *e.g.*, Mārcus fit rēx puerōrum, *Marcus is made king of the boys*.

THE PERFECT PASSIVE PARTICIPLE

This fourth principal part of the verb is already familiar from its use in the formation of the perfect, pluperfect, and future perfect tenses of the passive. It can of course be used also apart from these formations; *e.g.*, vocātus, -a, -um (*having been*) *called;* habitus, -a, -um (*having been*) *had;* etc.
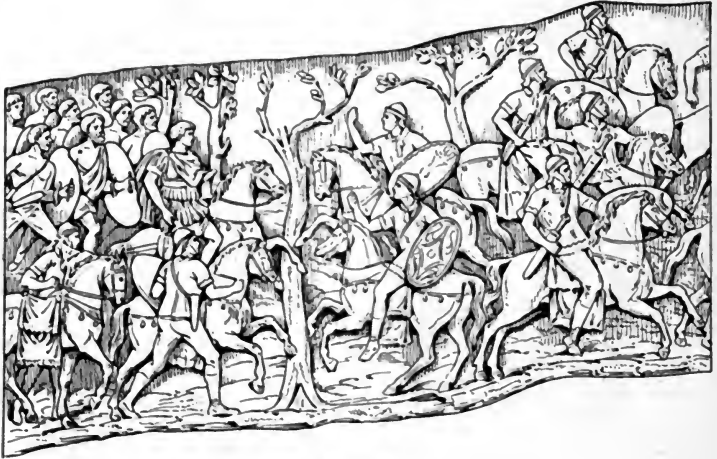
EQUITĒS

This illustration shows another carving on the monument referred to in connection with Exercise LIII.

MODEL SENTENCE

Nāvibus ignī cōnsūmptīs, exercitus noster statim ad silvam iter fēcit, When the ships had been burned (*lit.* the ships having been burned), our army marched at once to the forest.

RULE. *A noun in the ablative case, with a participle in agreement, may be used to tell the circumstances under which something happens. This construction is known as the Ablative Absolute.*

REMARK. The ablative absolute of the model sentence simply provides another way of saying **Cum nāvēs ignī cōnsūmptae essent,** and in the English translation it is best rendered (as above) by a clause introduced by "when." All ablative absolutes are better translated in some such way as this; but until the new construction has become somewhat familiar, it may be found helpful to use the literal rendering also.

VOCABULARY

eques, -itis, M., *horseman.*

equō vectus, -a, -um, *on horseback.*

manus, -ūs, F., *hand.*

maestus, -a, -um, *sad.*

in mātrimōnium dūcō, dūcere, dūxī, ductus, *marry.*

paene, adverb, *almost.*

prīmō, adverb, *at first.*

sine, preposition, used with the ablative case, *without.*

READING LESSON

I. Translate into English:

A. 1. Ursā occīsā, nauta per silvam properāvit, et in itinere vēnātōrem quendam convēnit.   2. Quod cum fieret, puerī malī sīmiae caudam abscīdere parābant.   3. Is agricola fortasse fīet imperātor omnium exercituum, quia

sine eō herī impetus hostium sustinērī nōn potuit.   4. Cum
bellum annōs septem gestum esset, omnēs equitēs, quī
prīmō fortiter pugnāverant, subitō ad hostium exercitum
trānsiērunt.

B. *The Luckless Schoolmaster*

Ōlim magister quīdam volēbat in mātrimōnium dūcere
fīliam agricolae obēsī, quī multōs agrōs equōsque habē-
bat. Cum autem puella dīxisset sē nōlle, magister maestus
noctū equō vectus domum redībat. Lūx lūnae erat parva,
et subitō ex arborum umbrīs ērūpit magnus eques āter.
Magister prīmō putāvit equitem sine capite esse ; tum vehe-
menter commōtus vīdit eum caput in manū ferre. Itaque
perterritus fugere coepit. Sed eques quoque cucurrit, su-
bitōque caput magnā vī in magistrī caput iēcit ; quī miser
paene mortuus in terram cecidit, neque eum māne agricolae
invenīre potuērunt. Vōcem magistrī in vīllīs audīverant,
sed nōluerant eum adiuvāre, quia omnēs equitem ātrum
vehementer timēbant.

II.   Translate into Latin :

A. 1. This sailor wants to be made king. Do not help
him.   2. Without horsemen we cannot guard one farmer's
sheep.   3. When the boat had almost been broken by a
great wave, the sailors at first thought that we could not be
carried to the ship.   4. The Indians would steal horses
on all sides ; then, when the farmers had been called, they
would flee quickly into the forest.

B. 1. "The sailor's son was sad," said Marcus, "be-
cause he wanted to marry the general's daughter, and had
learned that her father was unwilling." ⨯2. "We were
sending back the same boy to catch the little wolf," said
the farmer.   "But suddenly there came from the forest a

hunter on horseback who had caught the little wolf with
(his) hands and killed its mother with arrows." 3. When
the water had been carried into the ship, the sailors them-
selves bought grain, and at once prepared to cross the
river; for they feared the violence of the Indians, who
often come to this place at night to capture the children
of the farmers and steal their horses and sheep.

EXERCISE LXV

THE COMPARISON OF ADJECTIVES.

In Latin, as in English, there are three degrees of compar-
ison, namely Positive, Comparative, and Superlative; *e.g.*,

altus, altior, altissimus, *tall, taller, tallest* (*very tall*).
fortis, fortior, fortissimus, *brave, braver, bravest* (*very brave*).

Adjectives in -**er** form the superlative by adding -**rimus**
to the positive. And in the formation of the comparative
they retain or drop the **e** according as it is retained or
dropped in the declension of the positive; *e.g.*,

miser, miserior, miserrimus.
piger, pigrior, pigerrimus; so **ācer, āter**, and **pulcher.**

The comparatives and superlatives of some adjectives
are very irregular:

bonus, melior, optimus.   **multī, plūrēs, plūrimī.**
magnus, maior, maximus.   **parvus, minor, minimus.**
malus, peior, pessimus.

Superlatives are declined in the same way as **bonus**
The declension of the comparative is as follows:

altior, -ior, -ius, *taller*

SINGULAR

	Masc.	*Fem.*	*Neut.*
Nom.	altior	altior	altius
Gen.	altiōris	altiōris	altiōris
Dat.	altiōrī	altiōrī	altiōrī
Acc.	altiōrem	altiōrem	altius
Abl.	altiōre	altiōre	altiōre

PLURAL

	Masc.	*Fem.*	*Neut.*
Nom.	altiōrēs	altiōrēs	altiōra
Gen.	altiōrum	altiōrum	altiōrum
Dat.	altiōribus	altiōribus	altiōribus
Acc.	altiōrēs	altiōrēs	altiōra
Abl.	altiōribus	altiōribus	altiōribus

NOTE. **Plūrēs** (the comparative of **multī**) has some I-stem endings, namely **-ium** throughout the genitive, and occasionally **-īs** (for **-ēs**) in the accusative of the masculine and feminine. But the neuter nominative and accusative is **plūra**. See Summary of Forms, page 196.

VOCABULARY

gladius, -ī, M., *sword.* **perveniō, pervenīre, pervēnī, perventum,** *arrive, come.*

READING LESSON

I. Translate into English:

A. 1. Iūlia pulchra est; ego autem putō Claudiam esse pulchriōrem. 2. Cum in hostīs impetus ācerrimus fieret, imperātor ipse equō vectus gladiō nautās duōs occīdit. 3. Nam manū ipsā lupum maximum paene occīdī. 4. Puellās pulcherrimās frātrēs nostrī in mātrimōnium dūcent. 5. Sine meō gladiō optimō in castra hostium pervenīre nōn poterō.

Cum take subj. (handwritten note)

B. *The Raiders Punished*

"Ōlim," inquit avia mea, "Indī in cymbīs plūrimīs flū-
men nostrum trānsiērunt, multīsque agricolīs occīsīs, un-
dique vīllās ignī cōnsūmere coepērunt. Subitō autem trēs
vēnātōrēs, quī fūrtim ē silvā vēnerant, Indōs occīdērunt
paucōs, quī cymbās custōdiēbant, cymbāsque ipsās paene
omnīs saxīs frēgērunt. Quibus rēbus factīs, cum vidērent
Indōs cēterōs ad rīpam properāre, vēnātōrēs quandam
cymbam cēpērunt parvam, et celeriter ad īnsulam mini-
mam trānsiērunt. Tum Indī, quī iam domum redīre nōn
poterant, vehementer commōtī vīdērunt ad flūmen currere
equitēs nostrōs, quī per silvam iter celeriter fēcerant, ut
agricolās adiuvārent. Itaque hostēs perterritī sē in aquam
iēcērunt. Paucī ad īnsulās pervēnērunt, et ā vēnātōribus
sunt occīsī; plūrēs autem ab equitibus captī in castra ad
imperātōrem ductī sunt."

II. Translate into Latin:

A. 1. Let us seize the larger swords; meanwhile the boys
will throw the smaller into the sea. 2. When the kings
of the better tribes had arrived, the sailors could not with-
stand the attack of the enemy's horsemen. 3. A little
later the voice of the poor hunter was heard in the woods.
Then we all climbed at once into a very tall tree; for we
thought that he was being killed by bears. 4. I did not
hear that any Indians were living in the caves.

B. 1. "The tired sailors, who had long withstood the
force of a very great storm," said the teacher, "now
wanted, together with the farmers, to cross over to the
island." 2. Then said the sailor to the boys, "I think
that the Indians do the same thing; for they often jour-
ney many days on horseback without grain and water."
3. "When this was learned," said the soldier, "our general

at once ordered us to march from the camp to the shore and make a very fierce attack by night upon the ships of the enemy."

EXERCISE LXVI

THE FOURTH OR Ī–CONJUGATION

audiō

PASSIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st per.	audior	audīmur	audiar	audiāmur
2d per.	audīris	audīminī	audiāris	audiāminī
	audīre		audiāre	
3d per.	audītur	audiuntur	audiātur	audiantur

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st per.	audiēbar	audiēbāmur	audīrer	audīrēmur
2d per.	audiēbāris	audiēbāminī	audīrēris	audīrēminī
	audiēbāre		audīrēre	
3d per.	audiēbātur	audiēbantur	audīrētur	audīrentur

FUTURE TENSE

	SINGULAR	PLURAL
1st per.	audiar	audiēmur
2d per.	audiēris	audiēminī
	audiēre	
3d per.	audiētur	audientur

IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	audīre	audīminī

PRESENT INFINITIVE

audīrī

VOCABULARY

castellum, -ī, N., *fort.*

apud, preposition, used with the accusative case, *among, at the house of.*

libenter, adverb, *gladly, readily.*

facile, adverb, *easily, without difficulty.*

haud procul, adverbial phrase, *not far away.*

THE COMPARISON OF ADVERBS

Adverbs, like adjectives, have three degrees of comparison ; *e.g.,*

longē, longius, longissimē, *far, farther, farthest (very far).*

fortiter, fortius, fortissimē, *bravely, more bravely, most bravely (very bravely).*

Learn also the comparison of the following adverbs:

ācriter, ācrius, ācerrimē.

celeriter, celerius, celerrimē.

diū, diūtius, diūtissimē.

facile, facilius, facillimē.

libenter, libentius, libentissimē.

REMARK 1. Note that the adverbs ācriter and celeriter are derived from adjectives in -er (namely ācer, celer), and that they form the superlative accordingly (see Exercise LXV).

REMARK 2. Observe that the comparative of an adverb is regularly the same as the neuter singular of the comparative of the corresponding adjective ; *e.g.,* ācrius, fortius, etc.

READING LESSON

I. Translate into English :

A. 1. Ita in silvīs ursae et lupī facillimē inveniuntur. 2. Eques prīmō perterritus paene in ignem cecidit; tum autem fortiter in validum vēnātōrem impetum fēcit

CASTELLUM

This ruined fort is found in Palestine.

3. Līberōrum corbulae nostrīs[1] manibus frūmentō complētae erant.   4. Sine exercitū maiōre imperātor longius iter facere nōn poterit. 5. Undique invenientur agricolae maestī, quōrum līberī et equī ab Indīs raptī sunt.

B. The Escape of the Captive

"Quādam in vīllā," inquit nauta, " habitābat puella parva ūnā cum mātre et sorōribus tribus. Ōlim, cum agricolae omnēs longissimē in agrōs īssent, subitō ē latebrīs ērūpērunt Indī plūrimī, quī impetum ācerrimum in vīllās fēcērunt. Māter et fīliae cēterae facile ē vīllā fūgērunt ad castellum parvum, quod haud procul in flūminis rīpā collocātum erat; ea autem puella pūpam invenīre nōn potuit, nec cum cēterīs fūgit. Quae igitur ab hostibus capta in silvam longē ducta est, ibique trīs annōs cum Indīs habitāvit; tum autem equum optimum fūrtim rapuit, et per noctem celeriter vecta, māne domum pervēnit. Māter, quae diū puellam mortuam putābat, laeta vocāvit fīliās cēterās (quae interim in mātrimōnium ductae erant), ut audīrent omnia, quae vīderat soror et fēcerat, cum apud Indōs habitāret."

II. Translate into Latin :

A. 1. While this was being done among the Indians, the farmers were placing a camp not far away in the woods. 2. This fort will be more easily taken ; for the soldiers are few, and they will not be able long to withstand the attack of the Indians.   3. The voices of the worst chiefs of these tribes will be heard gladly by you all.   4. Whom did the farmer's wife send at night to warn the soldiers who were guarding the fort?

---

[1] When a possessive adjective precedes the noun it modifies, the word " own " often needs to be added in the English translation; e.g., " my (own)," " our (own)," etc.

B. 1. " Did the general say that he was afraid of the Indians?" asked the hunter. " He said that he was not afraid himself," answered Marcus, "but that no army could withstand the attack of all the tribes." 2. "Fight more fiercely," cried the general; "I have learned that numerous (*lit.* very many) Indians are hurrying through the woods on horseback. Without them the enemy cannot withstand our attack." 3. "Our soldiers are very lazy," said my father; "for they often hide in the forest, and are not willing to carry water to the camp."

EXERCISE LXVII

THE PRESENT PARTICIPLE

The present participle of Latin verbs is active in meaning. It is declined as follows:

vocāns, *calling*

	SINGULAR			PLURAL	
	Masc. Fem.	*Neut.*		*Masc. Fem.*	*Neut.*
Nom.	vocāns	vocāns		vocantēs	vocantia
Gen.	vocantis	vocantis		vocantium	vocantium
Dat.	vocantī	vocantī		vocantibus	vocantibus
Acc.	vocantem	vocāns		vocantēs vocantīs	vocantia
Abl.	vocante	vocante		vocantibus	vocantibus

Inflect in the same way:

habēns, -entis, *having.*   iēns, euntis, *going.*
mittēns, -entis, *sending.*   ferēns, -entis, *carrying.*
rapiēns, -ientis, *seizing.*   nōlēns, -entis, *being unwilling*
audiēns, -ientis, *hearing.*   volēns, -entis, *being willing.*

VOCABULARY

āmittō, āmittere, āmīsī, āmissus, *lose.*

mulier, -ieris, F., *woman.*

colōnus, -ī, M , *colonist.*

postrēmō, adverb, *at last.*

urbs, urbis, F., *city.*

vir, virī, M., *man, husband.*

REMARK. For the declension of **urbs,** see the note on **gēns** in Exercise LXIII.

READING LESSON

I. Translate into English :

A. 1. Tum ego perterritus Indōs pessimōs per agrōs celerrimē venientēs vīdī.   2. Quā vōce audītā, agricolae īrātī ācrius in virum obēsum impetum fēcērunt.   3. Nam hostēs, cum equitēs nostrōs per silvam fortissimē properantēs audīvissent, subitō fūgērunt.   4. Mīlitibus ex urbe euntibus datī sunt gladiī meliōrēs.   5. Imperātor, cum cōgnōvisset Indōs haud procul castra collocāre, cum eīs pācem facere nōn diūtius volēbat.

B. A Wife Regained

Ōlim Indī, quī prope castellum parvum habitābant, colōnōs parābant occīdere. Itaque agricolae multī, cum id cōgnōvissent, cum uxōribus līberīsque ad urbem quandam statim properāvērunt. Cēterī autem, quī fortiōrēs erant, ē vīllīs fugere diū nōlēbant; sed postrēmō, cum iam undique Indī occīderent colōnōs vīllāsque ignī cōnsūmerent, maestī ad eandem urbem iter facere coepērunt omnēs. Quō in itinere mulier quaedam, cuius vir gladium āmīserat, ab Indīs capta est. Quam cum ad rēgem dūxissent, hostēs celerrimē in agrōs rediērunt, ut ovīs quoque et equōs raperent. Interim agricola, uxōre captā, colōnōs ex urbe noctū vocāvit; quī cum Indīs ācerrimē pugnāvērunt rēgemque

occīdērunt ipsum. Ita mulier postrēmō laeta in urbem cum virō pervēnit.

II. Translate into Latin:

A. 1. When the colonists on horseback arrived at (*lit.* to) the river, they very gladly received the swords. 2. The cries of the hunters going through the woods could very easily be heard. 3. We shall find among the Indians almost all the children who have been lost from these towns. 4. When this had been done, the tired women found sitting under a tree the boy whom their husbands had brought from the city. 5. At first the king was willing to send back the whole army to the camp; but finally he ordered the horsemen to make a fiercer attack upon the enemy.

B. 1. "I shall not return without the children," said the hunter to the sad mother. "The Indians have traveled many miles through the valley, but we shall soon capture them." 2. "When we saw the drunken sailor hiding under the benches," said Marcus, "we at once called soldiers from the fort." 3. "On all sides the enemy are sending Indians into the fields," said the hunter, "so that our horses may all be killed." 4. "When our general had sent the wives and children of the brave colonists to a larger fort," said the women, "he marched three days through the hills, and suddenly made a fierce attack on the enemy's largest city."

EXERCISE LXVIII

IRREGULAR NOUNS

	deus, M., *god*		**domus**, F., *house, home*	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	deus	deī, diī, dī	domus	domūs
Gen.	deī	deōrum	domūs	domuum
		deum		domōrum
Dat.	deō	deīs, diīs, dīs	domuī, domō	domibus
Acc.	deum	deōs	domum	domōs, domūs
Abl.	deō	deīs, diīs, dīs	domō, domū	domibus

VOCABULARY

ORDINAL NUMERALS

prīmus, -a, -um, *first*.

secundus, -a, -um, *second*.

tertius, -a, -um, *third*.

quārtus, -a, -um, *fourth*.

quīntus, -a, -um, *fifth*.

sextus, -a, -um, *sixth*.

septimus, -a, -um, *seventh*.

octāvus, -a, -um, *eighth*.

nōnus, -a, -um, *ninth*.

decimus, -a, -um, *tenth*.

———

legiō, -ōnis, F., *company, regiment*.

in fugam dō, dare, dedī, datus, *put to flight*.

nostrī, -ōrum, M., *our men*.

MODEL SENTENCE

Vēnātor in spēluncā latuit, nē ab Indīs caperētur, The hunter hid in the cave so as not to be captured by the Indians.

RULE. *In purpose clauses the negative of* ut *is* nē.

READING LESSON

I. Translate into English:

A. 1. Dī nōs adiuvant; hostēs enim perterritī flūmen trānseunt, neque diūtius ab eīs domūs nostrae ignī cōnsūmentur. 2. Legiō tertia ūnā cum equitibus multīs fortis-

simē ē castrīs ērūpit, hostibusque celeriter in fugam datīs, oppidum facile cēpit.   3. Quod cum audītum esset, mulier vehementer commōta fīliō patris gladium dedit.   4. Colōnī cymbīs vectī ad īnsulam noctū trānsiērunt ibique cēpērunt Indōs trēs, quōs in herbā latentēs invēnērunt.

B. An Ambuscade

"Cum bellum diū gestum esset cum Indīs," inquit avia mea, "frūmentumque omne ex agrīs raptum esset, saepe colōnōrum miserōrum equī quoque ab hostibus capiēbantur. Sed colōnī nōlēbant pācem fierī, et libenter cum mīlitibus per vallīs collīsque iter faciēbant, ut tabernācula castraque Indōrum ignī cōnsūmerent.   Ōlim, cum agricolae plūrimī ūnā cum equitibus paucīs per silvam properārent ad flūmen, cuius in rīpā Indī castra parva collocāverant, subitō ē latebrīs hostēs ērūpērunt, sagittīsque sex colōnōs duōsque equitēs occīdērunt.   Quā rē commōtī equitēs fortissimē fēcērunt impetum, hostēsque celeriter in fugam dedērunt.   Indī autem facile ad castra pervēnērunt, nec eōs capere potuērunt nostrī."

II. Translate into Latin:

A. 1. While these things were being done, the general marched quickly through the valley, so that the sixth regiment might not be captured by the enemy.   2. Finally the Indians were put to flight, and their women and children hurried to a smaller city.   3. The women very readily gave arrows to certain men who had lost (their) swords. 4. When they learned that eight children of the colonists were living among the Indians, brave hunters traveled on horseback eighteen miles through the forest to the enemy's camp.   Four children were thus captured by our men and sent back to town, but the others could not be found.

B. 1. "When we had cut off the bear's head with an ax," said Quintus to the girls, "I easily carried it in (*lit.* by) my hand to the river. There we saw a sailor catching fish. He wanted to cross over to certain large rocks; and so we took him into our boat, and carried him with us to the island. Then we hurried home." 2. "Where is your dog, boys?" asked the hunter. "I think there is a wolf in the fields, and I have not seen your dog to-day." 3. "Without horsemen," said the general, "the enemy will not be able to put our men to flight. I have, therefore, sent the eighth regiment into the fields, so that the farmers' horses might not be stolen by the Indians." 4. The soldier who yesterday married the chief's daughter thought that peace could thus be made very easily with the Indians.

EXERCISE LXIX

DEPONENT VERBS

In all conjugations there are verbs, otherwise regular, which (aside from participles, etc.) are conjugated only in the passive, and yet have active meaning throughout. Such verbs are known as Deponents; see Summary of Forms, page 212. The following Vocabulary includes deponents representative of all conjugations.

VOCABULARY

moror, morārī, morātus sum, *delay, tarry, linger.*

polliceor, pollicērī, pollicitus sum, *promise.*

proficīscor, proficīscī, profectus sum, *set out, start.*

patior, patī, passus sum, *allow, suffer.* Often construed with the accusative and present infinitive.

adorior, adorīrī, adortus sum, *attack.*

REMARK. The principal parts of a deponent verb are three instead of four because the perfect indicative of such a verb involves in its own formation the perfect passive participle, which therefore need not be given separately.

<div align="center">READING LESSON</div>

I. Translate into English :

A. 1. Quibus rēbus cōgnitīs, imperātor statim cum equitibus plūrimīs profectus est. 2. Mārcus, cum prope imperātōris domum morārētur, legiōnem nōnam ē cymbīs per fluctūs ad harēnam properantem vīdit. 3. Vēnātor, quī līberīs ursam parvam pollicitus erat, herī in silvā quendam nautam convēnit, quī in spēluncā trīs ursās parvās vīderat. 4. Quod cum cōgnitum esset, mātrēs nōn diūtius puerōs in agrīs lūdere patiēbantur. 5. Quā vōce imperātōris audītā, nostrī omnēs fortissimē rīvum trānsiērunt, ut castra hostium adorīrentur.

B. A Decisive Battle

"Cum multōs diēs libenter iter fēcissēmus neque potuissēmus hostīs invenīre," inquit mīles fortis, "postrēmō noster imperātor ipse Indōs quōsdam convēnit, quī dīxērunt hostēs perterritōs in silvā latēre. Quā rē audītā, castra haud procul collocāvimus, vēnātōrēsque statim in silvam missī sunt, ut hostium latebrās invenīrent. Quod cum factum esset, hostēs, quī putābant omnem exercitum nostrum iam in silvā esse, celerrimē ērūpērunt ē latebrīs, vēnātōrēsque facillimē in fugam dedērunt; cum autem undique ē silvā currerent in agrōs, ut ibi vēnātōrēs fugientīs occīderent, subitō imperātor noster equitēs iussit in eōs impetum ācerrimum facere. Ita hostēs plūrimī ā nostrīs occīsī sunt, cēterīque ab Indīs sunt captī. Tum imperātor, urbibus multīs ignī cōnsūmptīs, laetus cum exercitū domum rediit."

II. Translate into Latin:

deponent vat

A. 1. The enemy were perhaps helped by the gods; for we attacked their camp most bravely, but could not put them to flight. 2. In the houses of the best men there was peace. 3. The enemy were alarmed by the light of the moon, and did not set out from the city. 4. The general was unwilling to allow the seventh regiment to delay in the forest. 5. Let's promise birds to the girls. 6. Don't give axes to the boys.

B. 1. "When these things were heard, the women gladly hurried into the farmhouse," said the hunter; "for they were frightened by the force of the storm." 2. "We finally arrived at (*lit.* to) a suitable place," said the horseman. "Then the colonists said that they were willing to go themselves into the camp of the Indians; for there was no moon, and black clouds were in the sky." 3. "The tribes of these chiefs will not withstand the attack of our men," said the sailor; "for the hunters will hurry through the woods by night to help us."

EXERCISE LXX

DEMONSTRATIVE PRONOUNS

hīc, haec, hoc, *this*

	SINGULAR			PLURAL		
	Masc.	Fem.	Neut.	Masc.	Fem.	Neut.
Nom	hīc	haec	hoc	hī	hae	haec
Gen.	huius	huius	huius	hōrum	hārum	hōrum
Dat.	huic	huic	huic	hīs	hīs	hīs
Acc.	hunc	hanc	hoc	hōs	hās	haec
Abl.	hōc	hāc	hōc	hīs	hīs	hīs

ille, illa, illud, *that*

	Masc.	Fem.	Neut.	Masc.	Fem.	Neut.
	SINGULAR			PLURAL		
Nom.	ille	illa	illud	illī	illae	illa
Gen.	illīus	illīus	illīus	illōrum	illārum	illōrum
Dat.	illī	illī	illī	illīs	illīs	illīs
Acc.	illum	illam	illud	illōs	illās	illa
Abl.	illō	illā	illō	illīs	illīs	illīs

REMARK. These two pronouns are often used together in the same sentence to mark a contrast; *e.g.*, **Haec urbs magna, illud oppidum parvum est,** *This city is large,* **that** *town is small.*

VOCABULARY

cōgō, cōgere, coēgī, coāctus, *force, compel.* Construed with the accusative and present infinitive.

domī, *at home.*

cōnor, cōnārī, cōnātus sum, *attempt, try.* Often construed with the present infinitive.

posteā, adverb, *afterward.*

READING LESSON

I. Translate into English:

A. 1. Nautae hās bācās edere nōlunt. Illa ōva eīs dēmus, nē gallīnās ipsās rapere velint.　2. Posteā igitur vēnātōrēs coēgērunt nōs in spēluncā latēre.　3. Nam puer obēsus prīmō fugere cōnātus est; sed postrēmō libenter humī iacuit.　4. Domī sunt māter et pater meus; in illā urbe sunt frātrēs et sorōrēs.　5. Celeriter ad lītus pervenīre cōnābāmur; sed saepe morārī coāctī sumus, nē līberī in silvā āmitterentur. Māne autem ad mare dēfessī pervēnimus.

B. *An Indian Victory*

"Ōlim," inquit avus noster, "cum bellum miserrimum diū gestum esset, līberīque agricolārum undique ab Indīs caperentur, subitō māne prope oppidum quoddam audītī sunt hostēs, qui statim domōs colōnōrum ācriter adortī sunt, ignīsque iacere coepērunt. Vōcibus Indōrum audītīs, mulierēs perterritae cum līberīs fūgērunt in domum maximam, quam putābant hostīs capere nōn posse; interim in viīs eārum virī validī cum Indīs fortissimē pugnābant. Sed mox undique domūs colōnōrum ignī cōnsūmēbantur, nec diūtius impetus hostium sustinērī poterat. Itaque, cum iam colōnī paene omnēs humī mortuī iacērent, hostēs omnia rapuērunt quae invenīre facile poterant, laetīque in silvās rediērunt ūnā cum līberīs, quōrum mātrēs occīderant."

II. Translate into Latin:

A. 1. Let's try now to catch this wolf. Afterward the hunter will easily kill the bears.   2. What compels you to delay longer, my son? Why are you hiding at home, and not preparing to set out for (*lit.* to) the ship?   3. My father did not allow the boys to go.   4. The fourth regiment marched three miles and suddenly attacked the Indians.

B. 1. "This same hunter will to-morrow kill the chief of that tribe also," said the sailor. "He has himself promised (it)."   2. "Those bad boys are trying to force the smaller dog to run into the water," said Julia. "A little later they will be punished."   3. "I see a taller tree," said Quintus. "Let's climb up into it and throw branches upon the heads of those lazy soldiers whom you see lying in the shade not far away."   4. "When we heard the hunters on horseback running through the field yesterday," said the farmer, "we thought that the horsemen of the enemy were preparing to attack our town."

EXERCISE LXXI

INDEFINITE PRONOUN

aliquī, aliqua, aliquod, *some*, *any*

SINGULAR

	Masc.	*Fem.*	*Neut.*
Nom.	aliquī	aliqua	aliquod
Gen.	alicuius	alicuius	alicuius
Dat.	alicui	alicui	alicui
Acc.	aliquem	aliquam	aliquod
Abl.	aliquō	aliquā	aliquō

PLURAL

	Masc.	*Fem.*	*Neut.*
Nom.	aliquī	aliquae	aliqua
Gen.	aliquōrum	aliquārum	aliquōrum
Dat.	aliquibus	aliquibus	aliquibus
Acc.	aliquōs	aliquās	aliqua
Abl.	aliquibus	aliquibus	aliquibus

NOTE. The above pronoun is here treated as an adjective. It may also be used as a noun, meaning "some one, something," "any one, anything," etc. When so used, **aliquis** replaces **aliquī** (nominative singular), and **aliquid** replaces **aliquod** (nominative and accusative singular), and the feminine is lacking throughout.

REMARK. Distinguish between the use of the adjectives **aliquī** and **ūllus** (Exercise LXII). Both words may mean "any," but **ūllus** is used mostly in negative clauses.

VOCABULARY

aut, conjunction, *or.*
iste, ista, istud, *this, that.*
numquam, adverb, *never.*

sequor, sequī, secūtus sum, *follow.*

Note. The declension of **iste** is the same as that of **ille** (Exercise LXX).

Remark. The conjunction **aut** is sometimes repeated in the form **aut . . . aut**. The meaning then is " either . . . or."

READING LESSON

I. Translate into English:

A. 1. Vidētisne aliquid in silvā? Nōs aut ursam aut lupum in agrō vidēmus. 2. Istōs Indōs nōn timēbam. Eī enim colōnōs numquam occīdere cōnātī erant. 3. Imperātor, cum cōgnōvisset aliquās mulierēs ab Indīs cōgī līberōs in ignīs iacere, statim ad oppidum hostium cum equitibus profectus est, exercitumque omnem sequī iussit. 4. Hīc rēx fīet imperātor exercituum omnium. Ille autem rēx equitēs dūcet.

B. *The Settlers Surprised*

"Agricola quīdam," inquit nauta, "ōlim longē in agrōs ūnā cum colōnīs cēterīs ierat, equōsque iam in locum tūtum dūcēbat, nē ab Indīs raperentur. Cum autem in itinere morārentur colōnī, subitō in eōrum vīllās hostēs impetum ācerrimum fēcērunt. Tum ille vir, cum vōcēs Indōrum audīvisset, colōnōs cēterōs sequī iussit, ipseque celerrimē domum properāvit. Sed interim hostēs, quī ignīs iēcerant in domōs aliquās, undique mulierēs līberōsque occīdēbant. Itaque agricola, cum postrēmō domum pervēnisset, uxōrem fīliamque humī iacentēs invēnit mortuās; nam uxor sagittā occīsa erat, caput autem fīliae saxō erat frāctum. Quibus rēbus cōgnitīs, colōnī omnibus ex urbibus statim in ūnum locum convēnērunt, multīsque cum equitibus celeriter in silvam profectī sunt. Ita cum diēs multōs iter fēcissent, subitō noctū adortī sunt Indōrum oppidum; moxque istī hostēs ā nostrīs omnēs aut captī aut occīsī sunt."

II.   Translate into Latin:

A. 1. Come into the tents, boys.   *We* have bought better apples.   2. Let's follow the dogs; for I think that there are little wolves in the cave.   3. The cook said that he never allowed the monkey to sit on (his) shoulder. 4. These soldiers will guard the sheep, and will not linger on the river bank.   5. Marcus went with us to the stream, and I almost caught a very large fish.

B. 1. "Let's buy some dog or raven," said Marcus. "*I* prefer doves," replied Claudia; "for they never frighten the children."   2. "Afterward we shall see the fifth regiment," said the hunter.   "For the general will not allow it to cross the stream without boats."   3. "Did you see any one going through the valley?" asked the general. "I saw no Indians," replied the tired colonist; "but there were many horses under the trees."   4. "Often have I fought fiercely with the enemy," said the brave soldier to the boys; "but now I sit gladly at home."

EXERCISE LXXII

THE GERUNDIVE

The gerundive is a passive participle conveying the idea of necessity or need, *e.g.*,

vocandus, -a, -um, *to be called.*

habendus, -a, -um, *to be had.*

mittendus, -a, -um, *to be sent.*

rapiendus, -a, -um, *to be seized.*

audiendus, -a, -um, *to be heard.*

Ordinarily the gerundive is used in connection with a form of **sum,** and the translation varies somewhat; *e.g.*,

Mulier vocanda est, *The woman must be called.*

Putō mulierem vocandam esse, *I think that the woman should be called.*

VOCABULARY

ORDINAL NUMERALS

ūndecimus, -a, -um, *eleventh.*

duodecimus, -a, -um, *twelfth.*

tertius (-a, -um) decimus, -a, -um, *thirteenth.*

quārtus (-a, -um) decimus, -a, -um, *fourteenth.*

quīntus (-a, -um) decimus, -a, -um, *fifteenth.*

sextus (-a, -um) decimus, -a, -um, *sixteenth.*

septimus (-a, -um) decimus, -a, -um, *seventeenth.*

duodēvīcēsimus, -a, -um, *eighteenth.*

ūndēvīcēsimus, -a, -um, *nineteenth.*

vīcēsimus, -a, -um, *twentieth.*

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dē, preposition, used with the ablative case, *about, concerning.*

petō, petere, petīvī, petītus, *look for, seek.*

pugna, -ae, F., *battle.*

relinquō, relinquere, relīquī, relictus, *leave, desert.*

simul, adverb, *at the same time.*

READING LESSON

I. Translate into English:

A. 1. Simul rēx istārum gentium omnium profectus est, ut pācem peteret. 2. Pāx petenda est; hostēs enim dē hāc pugnā iam audīvērunt. 3. Mīlitēs dīxērunt sē putāre pācem petendam esse. 4. Numquam tē sequēmur, imperātor pessime. 5. Aut hostīs adoriāmur aut ad lītus properēmus.

B. A Bold Abduction

"Domus nostra," inquit colōnus, "in rīpā flūminis maximī collocāta erat, ūnāque cum frātre et sorōribus prope aquam saepe lūdēbam. Ōlim in cymbā parvā vīdimus Indōs trēs sedentēs, quī piscīs multōs ē flūmine capiēbant.

PUGNA

A modern artist's conception of the attack of a Roman army upon a walled town.

Paulō post autem, cum iam in harēnā laetī lūderēmus, Indī, piscibus relictīs, ad rīpam fūrtim pervēnērunt, frātremque subitō rapuērunt nostrum. Quā rē perterritī magnā vōce patrem vocāvimus. Cum autem is, vehementer commōtus, ex agrīs ad flūmen cucurrisset, Indī iam ad quandam īnsulam parvam cum frātre pervēnerant. Itaque, mīlitibus quoque vocātīs, agricolae omnēs multīs cymbīs vectī celeriter ad īnsulam eandem trānsiērunt. Interim autem Indī in maiōrem īnsulam fūgerant, in quā erat silva ātra et spēluncae multae; itaque numquam posteā frātrem vīdimus."

II. Translate into Latin :

A. 1. The eighteenth regiment should be helped; for a very fierce attack is being made upon it by the enemy. 2. In the battle which we saw there, the bravest soldiers were killed by our men, and the others were easily put to flight. 3. The king said that hunters must at once be sent into the woods, so that the enemy might not be able to escape (*lit.* flee) stealthily from (their) camp. 4. Do you think that these stones must be carried to the shore and thrown into the sea? Where did the women find them?

B. 1. "Afterward," said the farmer, "we were sitting at home in the shade. But the children, who were looking for eggs, soon called us to see the baskets which they had filled." 2. "At the same time," said the soldier to the boys, "the enemy were hurrying to the river. But about this battle you will soon hear at school." 3. "I saw some one stealing a horse from the field," said the farmer. "Run, boys; let's all try to catch him." 4. "We thought that these Indians must at once be captured," said the general; "for the other tribes were now setting out from the larger cities to help them."

SUMMARY OF FORMS

(To round out the Summary, certain forms are included which have not been treated in the Exercises of this book. All such additional forms are printed in italics, so that they can readily be distinguished from those which the student has thus far been required to learn.)

NOUNS

THE FIRST OR Ā-DECLENSION

mēnsa, F.

	SINGULAR	PLURAL
Nom.	mēnsa	mēnsae
Gen.	mēnsae	mēnsārum
Dat.	mēnsae	mēnsīs
Acc.	mēnsam	mēnsās
Abl.	mēnsā	mēnsīs

THE SECOND OR O-DECLENSION

hortus, M. puer, M. ager, M. vir, M. mālum, N.

	SINGULAR				
Nom.	hortus	puer	ager	vir	mālum
Gen.	hortī	puerī	agrī	virī	mālī
Dat.	hortō	puerō	agrō	virō	mālō
Acc.	hortum	puerum	agrum	virum	mālum
Abl.	hortō	puerō	agrō	virō	mālō

	PLURAL				
Nom.	hortī	puerī	agrī	virī	māla
Gen.	hortōrum	puerōrum	agrōrum	virōrum	mālōrum
Dat.	hortīs	puerīs	agrīs	virīs	mālīs
Acc.	hortōs	puerōs	agrōs	virōs	māla
Abl.	hortīs	puerīs	agrīs	virīs	mālīs

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REMARK. Masculines in -us have in the singular a special voca-
tive form, as **Mārce, coque**, etc. By exception, **fīlius** and proper
nouns in -**ius** abbreviate the vocative (and genitive) singular; *e.g.,*
fīlī. So also the genitive of a few neuters in -**ium**.

THE THIRD DECLENSION
Consonant Stems

	flōs, M.	**arbor, F.**	**lītus, N.**
		SINGULAR	
Nom.	flōs	arbor	lītus
Gen.	flōris	arboris	lītoris
Dat.	flōrī	arborī	lītorī
Acc.	flōrem	arborem	lītus
Abl.	flōre	arbore	lītore
		PLURAL	
Nom.	flōrēs	arborēs	lītora
Gen.	flōrum	arborum	lītorum
Dat.	flōribus	arboribus	lītoribus
Acc.	flōrēs	arborēs	lītora
Abl.	flōribus	arboribus	lītoribus

I-Stems

	ignis, M.	**vallēs, F.**	**mare, N.**	**animal, N.,** *living creature*
		SINGULAR		
Nom.	ignis	vallēs	mare	*animal*
Gen.	ignis	vallis	maris	*animālis*
Dat.	ignī	vallī	marī	*animālī*
Acc.	ignem	vallem	mare	*animal*
Abl.	ignī	valle	marī	*animālī*
	igne			
		PLURAL		
Nom.	ignēs	vallēs	maria	*animālia*
Gen.	ignium	vallium	——	*animālium*
Dat.	ignibus	vallibus	——	*animālibus*
Acc.	ignīs	vallīs	maria	*animālia*
	ignēs	vallēs		
Abl.	ignibus	vallibus	——	*animālibus*

REMARK. Aside from the fact that its declension is complete, **animal** differs from **mare** only in that it has dropped the ending -e of the nominative singular. Through the loss of this ending there has arisen quite a large class of neuters with the nominative terminating in -al or -ar.

THE FOURTH OR U–DECLENSION

	exercitus, M.		**cornū**, N., *horn*	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	exercitus	exercitūs	*cornū*	*cornua*
Gen.	exercitūs	exercituum	*cornūs*	*cornuum*
Dat.	exercituī	exercitibus	*cornū*	*cornibus*
Acc.	exercitum	exercitūs	*cornū*	*cornua*
Abl.	exercitū	exercitibus	*cornū*	*cornibus*

THE FIFTH OR Ē–DECLENSION

	diēs, M. (and F.)		**rēs**, F.	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	diēs	diēs	rēs	rēs
Gen.	diēī	diērum	reī	rērum
Dat.	diēī	diēbus	reī	rēbus
Acc.	diem	diēs	rem	rēs
Abl.	diē	diēbus	rē	rēbus

IRREGULAR NOUNS

	deus, M.	**domus**, F.	**vīs**, F.
		SINGULAR	
Nom.	deus	domus	vīs
Gen.	deī	domūs	—
Dat.	deō	domuī, domō	—
Acc.	deum	domum	vim
Abl.	deō	domō, domū	vī
		PLURAL	
Nom.	deī, diī, dī	domūs	vīrēs
Gen.	deōrum, deum	domuum, domōrum	vīrium
Dat.	deīs, diīs, dīs	domibus	vīribus
Acc.	deōs	domōs, domūs	vīrīs, vīrēs
Abl.	deīs, diīs, dīs	domibus	vīribus

ADJECTIVES

First and Second Declensions

bonus, -a, -um

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	bonus	bona	bonum	bonī	bonae	bona
Gen.	bonī	bonae	bonī	bonōrum	bonārum	bonōrum
Dat.	bonō	bonae	bonō	bonīs	bonīs	bonīs
Acc.	bonum	bonam	bonum	bonōs	bonās	bona
Abl.	bonō	bonā	bonō	bonīs	bonīs	bonīs

miser, -era, -erum

Nom.	miser	misera	miserum	miserī	miserae	misera
Gen.	miserī	miserae	miserī	miserōrum	miserārum	miserōrum
Dat.	miserō	miserae	miserō	miserīs	miserīs	miserīs
Acc.	miserum	miseram	miserum	miserōs	miserās	misera
Abl.	miserō	miserā	miserō	miserīs	miserīs	miserīs

piger, -gra, -grum

Nom.	piger	pigra	pigrum	pigrī	pigrae	pigra
Gen.	pigrī	pigrae	pigrī	pigrōrum	pigrārum	pigrōrum
Dat.	pigrō	pigrae	pigrō	pigrīs	pigrīs	pigrīs
Acc.	pigrum	pigram	pigrum	pigrōs	pigrās	pigra
Abl.	pigrō	pigrā	pigrō	pigrīs	pigrīs	pigrīs

Third Declension

I-Stems

fortis, -is, -e

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	fortis	fortis	forte	fortēs	fortēs	fortia
Gen.	fortis	fortis	fortis	fortium	fortium	fortium
Dat.	fortī	fortī	fortī	fortibus	fortibus	fortibus
Acc.	fortem	fortem	forte	fortīs	fortīs	fortia
				fortēs	fortēs	
Abl.	fortī	fortī	fortī	fortibus	fortibus	fortibus

ācer, ācris, ācre

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	ācer	ācris	ācre	ācrēs	ācrēs	ācria
Gen.	ācris	ācris	ācris	ācrium	ācrium	ācrium
Dat.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus
Acc.	ācrem	ācrem	ācre	ācrīs	ācrīs	ācria
				ācrēs	ācrēs	
Abl.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus

Consonant Stems

The Present Participle

vocāns

Nom.	vocāns	vocāns	vocāns	vocantēs	vocantēs	vocantia
Gen.	vocantis	vocantis	vocantis	vocantium	vocantium	vocantium
Dat.	vocantī	vocantī	vocantī	vocantibus	vocantibus	vocantibus
Acc.	vocantem	vocantem	vocāns	vocantēs	vocantēs	vocantia
				vocantīs	vocantīs	
Abl.	vocante	vocante	vocante	vocantibus	vocantibus	vocantibus

The Comparative

altior, -ior, -ius

Nom.	altior	altior	altius	altiōrēs	altiōrēs	altiōra
Gen.	altiōris	altiōris	altiōris	altiōrum	altiōrum	altiōrum
Dat.	altiōrī	altiōrī	altiōrī	altiōribus	altiōribus	altiōribus
Acc.	altiōrem	altiōrem	altius	altiōrēs	altiōrēs	altiōra
Abl.	altiōre	altiōre	altiōre	altiōribus	altiōribus	altiōribus

plūs

Nom.	——	——	*plūs*	plūrēs	plūrēs	plūra
Gen.	——	——	*plūris*	plūrium	plūrium	plūrium
Dat.	——	——	——	plūribus	plūribus	plūribus
Acc.	——	——	*plūs*	plūrēs	plūrēs	plūra
				plūrīs	plūrīs	
Abl.	——	——	*plūre*	plūribus	plūribus	plūribus

THE COMPARISON OF ADJECTIVES

REGULAR			IRREGULAR		
Posit.	*Comp.*	*Sup.*	*Posit.*	*Comp.*	*Sup.*
altus	altior	altissimus	bonus	melior	optimus
fortis	fortior	fortissimus	magnus	maior	maximus
miser	miserior	miserrimus	malus	peior	pessimus
piger	pigrior	pigerrimus	multī	plūrēs	plūrimī
			parvus	minor	minimus

THE COMPARISON OF ADVERBS

REGULAR			IRREGULAR		
Posit.	*Comp.*	*Sup.*	*Posit.*	*Comp.*	*Sup.*
longē	longius	longissimē	diū	diūtius	diūtissimē
fortiter	fortius	fortissimē	facile	facilius	facillimē
celeriter	celerius	celerrimē	libenter	libentius	libentissimē
ācriter	ācrius	ācerrimē			

NUMERALS

ūnus, -a, -um

	SINGULAR			PLURAL		
	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	ūnus	ūna	ūnum	ūnī	ūnae	ūna
Gen.	ūnīus	ūnīus	ūnīus	ūnōrum	ūnārum	ūnōrum
Dat.	ūnī	ūnī	ūnī	ūnīs	ūnīs	ūnīs
Acc.	ūnum	ūnam	ūnum	ūnōs	ūnās	ūna
Abl.	ūnō	ūnā	ūnō	ūnīs	ūnīs	ūnīs

NOTE. Eight other adjectives, in the genitive and dative singular, have the same endings as **ūnus**, namely : **alius, alter** (gen. **alterīus**) ; **ūllus, nūllus** ; **uter** (gen. **utrīus**), **neuter** (gen. **neutrīus**) ; **sōlus, tōtus**. Of these **alius** has additional peculiarities : its neuter singular, nominative and accusative, is **aliud** ; and in the genitive singular it borrows **alterīus** from **alter**.

duo, duae, duo

PLURAL

	Masc.	Fem.	Neut.
Nom.	duo	duae	duo
Gen.	duōrum	duārum	duōrum
Dat.	duōbus	duābus	duōbus
Acc.	duo	duās	duo
	duōs		
Abl.	duōbus	duābus	duōbus

trēs, trēs, tria

PLURAL

	Masc.	Fem.	Neut.
Nom.	trēs	trēs	tria
Gen.	trium	trium	trium
Dat.	tribus	tribus	tribus
Acc.	trēs	trēs	tria
	trīs	trīs	
Abl.	tribus	tribus	tribus

LIST OF NUMERALS

CARDINAL	ORDINAL
1. ūnus	prīmus
2. duo	secundus
3. trēs	tertius
4. quattuor	quārtus
5. quīnque	quīntus
6. sex	sextus
7. septem	septimus
8. octō	octāvus
9. novem	nōnus
10. decem	decimus
11. ūndecim	ūndecimus
12. duodecim	duodecimus
13. tredecim	tertius decimus
14. quattuordecim	quārtus decimus
15. quīndecim	quīntus decimus
16. sēdecim	sextus decimus
17. septendecim	septimus decimus
18. duodēvīgintī	duodēvīcēsimus
19. ūndēvīgintī	ūndēvīcēsimus
20. vīgintī	vīcēsimus

PRONOUNS

PERSONAL

	First Person			Second Person	
	ego			tū	
	SINGULAR	PLURAL		SINGULAR	PLURAL
Nom.	ego	nŏs		tū	vŏs
Gen.	meī	nostrum		tuī	vestrum
		nostrī			vestrī
Dat.	mihi	nōbīs		tibi	vōbīs
Acc.	mē	nŏs		tē	vŏs
Abl.	mē	nōbīs		tĕ	vōbīs

	Third Person			Third Person Reflexive
	is, ea, id			suī (gen.)

SINGULAR

	Masc.	*Fem.*	*Neut.*	*All Genders*
Nom.	is	ea	id	———
Gen.	eius	eius	eius	suī
Dat.	eī	eī	eī	sibi
Acc.	eum	eam	id	sē, sēsē
Abl.	eŏ	eā	eŏ	sē, sēsē

PLURAL

Nom.	eī, iī, ī	eae	ea	———
Gen.	eōrum	eārum	eōrum	suī
Dat.	eīs, iīs, īs	eīs, iīs, īs	eīs, iīs, īs	sibi
Acc.	eōs	eās	ea	sē, sēsē
Abl.	eīs, iīs, īs	eīs, iīs, īs	eīs, iīs, īs	sē, sēsē

NOTE 1. The oblique cases of **ego** and **tū** serve as the reflexive of the first and second persons.

NOTE 2. The personal pronoun **is, ea, id** may be used also as an adjective meaning "this," or "that."

DEMONSTRATIVE

	hīc, haec, hoc			ille, illa, illud		

SINGULAR

	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	hīc	haec	hoc	ille	illa	illud
Gen.	huius	huius	huius	illīus	illīus	illīus
Dat.	huic	huic	huic	illī	illī	illī
Acc.	hunc	hanc	hoc	illum	illam	illud
Abl.	hōc	hāc	hōc	illō	illā	illō

PLURAL

	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	hī	hae	haec	illī	illae	illa
Gen.	hōrum	hārum	hōrum	illōrum	illārum	illōrum
Dat.	hīs	hīs	hīs	illīs	illīs	illīs
Acc.	hōs	hās	haec	illōs	illās	illa
Abl.	hīs	hīs	hīs	illīs	illīs	illīs

NOTE. The demonstrative pronoun **iste, ista, istud** is declined in the same way as ille.

INTENSIVE   OF IDENTITY

	ipse, ipsa, ipsum			īdem, eadem, idem		

SINGULAR

	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	ipse	ipsa	ipsum	īdem	eadem	idem
Gen.	ipsīus	ipsīus	ipsīus	eiusdem	eiusdem	eiusdem
Dat.	ipsī	ipsī	ipsī	eīdem	eīdem	eīdem
Acc.	ipsum	ipsam	ipsum	eundem	eandem	idem
Abl.	ipsō	ipsā	ipsō	eōdem	eādem	eōdem

PLURAL

	Masc.	*Fem.*	*Neut.*	*Masc.*	*Fem.*	*Neut.*
Nom.	ipsī	ipsae	ipsa	eīdem / iīdem / īdem	eaedem	eadem
Gen.	ipsōrum	ipsārum	ipsōrum	eōrundem	eārundem	eōrundem
Dat.	ipsīs	ipsīs	ipsīs	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem
Acc.	ipsōs	ipsās	ipsa	eōsdem	eāsdem	eadem
Abl.	ipsīs	ipsīs	ipsīs	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem	eīsdem / iīsdem / īsdem

INTERROGATIVE: quī (quis), quae, quod (quid)

	Masc.	Fem.	Neut.	Masc.	Fem.	Neut.
	SINGULAR			PLURAL		
Nom.	quī, quis	quae	quod, quid	quī	quae	quae
Gen.	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod, quid	quōs	quās	quae
Abl.	quō	quā	quō	quibus	quibus	quibus

NOTE. This pronoun may be used either as an adjective or as a noun. In the noun use, quis replaces quī (singular), quid replaces quod, and the feminine is lacking throughout.

RELATIVE: quī, quae, quod

The forms of this pronoun are identical with the forms of the interrogative pronoun as given above, excepting that quis and quid are lacking.

INDEFINITE

quīdam, quaedam, quoddam (quiddam) aliquī (aliquis), aliqua, aliquod (aliquid)

	Masc.	Fem.	Neut.	Masc.	Fem.	Neut.
	SINGULAR					
N.	quīdam	quaedam	quoddam quiddam	aliquī aliquis	aliqua	aliquod aliquid
G.	cuiusdam	cuiusdam	cuiusdam	alicuius	alicuius	alicuius
D.	cuidam	cuidam	cuidam	alicui	alicui	alicui
A.	quendam	quandam	quoddam quiddam	aliquem	aliquam	aliquod aliquid
A.	quōdam	quādam	quōdam	aliquō	aliquā	aliquō
	PLURAL					
N.	quīdam	quaedam	quaedam	aliquī	aliquae	aliqua
G.	quōrundam	quārundam	quōrundam	aliquōrum	aliquārum	aliquōrum
D.	quibusdam	quibusdam	quibusdam	aliquibus	aliquibus	aliquibus
A.	quōsdam	quāsdam	quaedam	aliquōs	aliquās	aliqua
A.	quibusdam	quibusdam	quibusdam	aliquibus	aliquibus	aliquibus

NOTE. Both of these pronouns may be used either as adjectives or as nouns. In the noun use, quiddam replaces quoddam, aliquis replaces aliquī (singular), aliquid replaces aliquod, and the feminine of aliquis is lacking throughout.

REGULAR VERBS

THE FIRST OR Ā-CONJUGATION

vocō, vocāre, vocāvī, vocātus

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	vocō	vocem	vocor	vocer
	vocās	vocēs	vocāris	vocēris
			vocāre	vocēre
	vocat	vocet	vocātur	vocētur
	vocāmus	vocēmus	vocāmur	vocēmur
	vocātis	vocētis	vocāminī	vocēminī
	vocant	vocent	vocantur	vocentur
Imperfect	vocābam	vocārem	vocābar	vocārer
	vocābās	vocārēs	vocābāris	vocārēris
			vocābāre	vocārēre
	vocābat	vocāret	vocābātur	vocārētur
	vocābāmus	vocārēmus	vocābāmur	vocārēmur
	vocābātis	vocārētis	vocābāminī	vocārēminī
	vocābant	vocārent	vocābantur	vocārentur
Future	vocābō		vocābor	
	vocābis		vocāberis	
			vocābere	
	vocābit		vocābitur	
	vocābimus		vocābimur	
	vocābitis		vocābiminī	
	vocābunt		vocābuntur	
Perfect	vocāvī	vocāverim	vocātus sum	vocātus sim
	vocāvistī	vocāverīs	vocātus es	vocātus sīs
	vocāvit	vocāverit	vocātus est	vocātus sit
	vocāvimus	vocāverīmus	vocātī sumus	vocātī sīmus
	vocāvistis	vocāverītis	vocātī estis	vocātī sītis
	vocāvērunt	vocāverint	vocātī sunt	vocātī sint

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Pluperfect	vocāveram	vocāvissem	vocātus eram	vocātus essem
	vocāverās	vocāvissēs	vocātus erās	vocātus essēs
	vocāverat	vocāvisset	vocātus erat	vocātus esset
	vocāverāmus	vocāvissēmus	vocātī erāmus	vocātī essēmus
	vocāverātis	vocāvissētis	vocātī erātis	vocātī essētis
	vocāverant	vocāvissent	vocātī erant	vocātī essent
Future Perfect	vocāverō		vocātus erō	
	vocāveris		vocātus eris	
	vocāverit		vocātus erit	
	vocāverimus		vocātī erimus	
	vocāveritis		vocātī eritis	
	vocāverint		vocātī erunt	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	vocā	vocāte	vocāre	vocāminī
Future	*vocātō*	*vocātōte*	*vocātor*	
	vocātō	*vocantō*	*vocātor*	*vocantor*

PARTICIPLE

Present	vocāns	
Perfect		vocātus, -a, -um
Future	*vocātūrus, -a, -um*	

INFINITIVE

Present	vocāre	vocārī
Perfect	*vocāvisse*	*vocātus esse*
Future	*vocātūrus esse*	*vocātum īrī*

GERUND		GERUNDIVE
Gen.	*vocandī*	vocandus, -a, -um
Dat.	*vocandō*	
Acc.	*vocandum*	
Abl.	*vocandō*	

SUPINE
vocātum, vocātū

THE SECOND OR Ē-CONJUGATION

habeō, habēre, habuī, habitus

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	habeō	habeam	habeor	habear
	habēs	habeās	habēris	habeāris
			habēre	habeāre
	habet	habeat	habētur	habeātur
	habēmus	habeāmus	habēmur	habeāmur
	habētis	habeātis	habēminī	habeāminī
	habent	habeant	habentur	habeantur
Imperfect	habēbam	habērem	habēbar	habērer
	habēbās	habērēs	habēbāris	habērēris
			habēbāre	habērēre
	habēbat	habēret	habēbātur	habērētur
	habēbāmus	habērēmus	habēbāmur	habērēmur
	habēbātis	habērētis	habēbāminī	habērēminī
	habēbant	habērent	habēbantur	habērentur
Future	habēbō		habēbor	
	habēbis		habēberis	
			habēbere	
	habēbit		habēbitur	
	habēbimus		habēbimur	
	habēbitis		habēbiminī	
	habēbunt		habēbuntur	
Perfect	habuī	habuerim	habitus sum	habitus sim
	habuistī	habueris	habitus es	habitus sīs
	habuit	habuerit	habitus est	habitus sit
	habuimus	habuerīmus	habitī sumus	habitī sīmus
	habuistis	habuerītis	habitī estis	habitī sītis
	habuērunt	habuerint	habitī sunt	habitī sint

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu- perfect	habueram	habuissem	habitus eram	habitus essem
	habuerās	habuissēs	habitus erās	habitus essēs
	habuerat	habuisset	habitus erat	habitus esset
	habuerāmus	habuissēmus	habitī erāmus	habitī essēmus
	habuerātis	habuissētis	habitī erātis	habitī essētis
	habuerant	habuissent	habitī erant	habitī essent
Future Perfect	habuerō		habitus erō	
	habueris		habitus eris	
	habuerit		habitus erit	
	habuerimus		habitī erimus	
	habueritis		habitī eritis	
	habuerint		habitī erunt	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	habē	habēte	habēre	habēminī
Future	*habētō*	*habētōte*	*habētor*	
	habētō	*habentō*	*habētor*	*habentor*

PARTICIPLE

Present	habēns	
Perfect		habitus, -a, -um
Future	*habitūrus, -a, -um*	

INFINITIVE

Present	habēre	habērī
Perfect	*habuisse*	*habitus esse*
Future	*habitūrus esse*	*habitum īrī*

GERUND		GERUNDIVE
Gen.	*habendī*	habendus, -a, -um
Dat.	*habendō*	
Acc.	*habendum*	
Abl.	*habendō*	

SUPINE

habitum, habitū

THE THIRD OR Ĕ-CONJUGATION

mittō, mittere, mīsī, missus

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present		mittō	mittam	mittor	mittar
		mittis	mittās	mitteris	mittāris
				mittere	mittāre
		mittit	mittat	mittitur	mittātur
		mittimus	mittāmus	mittimur	mittāmur
		mittitis	mittātis	mittiminī	mittāminī
		mittunt	mittant	mittuntur	mittantur
Imperfect		mittēbam	mitterem	mittēbar	mitterer
		mittēbās	mitterēs	mittēbāris	mitterēris
				mittēbāre	mitterēre
		mittēbat	mitteret	mittēbātur	mitterētur
		mittēbāmus	mitterēmus	mittēbāmur	mitterēmur
		mittēbātis	mitterētis	mittēbāminī	mitterēminī
		mittēbant	mitterent	mittēbantur	mitterentur
Future		mittam		mittar	
		mittēs		mittēris	
				mittēre	
		mittet		mittētur	
		mittēmus		mittēmur	
		mittētis		mittēminī	
		mittent		mittentur	
Perfect		mīsī	mīserim	missus sum	missus sim
		mīsistī	mīserīs	missus es	missus sīs
		mīsit	mīserit	missus est	missus sit
		mīsimus	mīserīmus	missī sumus	missī sīmus
		mīsistis	mīserītis	missī estis	missī sītis
		mīsērunt	mīserint	missī sunt	missī sint

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu-perfect	mīseram	mīsissem	missus eram	missus essem
	mīserās	mīsissēs	missus erās	missus essēs
	mīserat	mīsisset	missus erat	missus esset
	mīserāmus	mīsissēmus	missī erāmus	missī essēmus
	mīserātis	mīsissētis	missī erātis	missī essētis
	mīserant	mīsissent	missī erant	missī essent
Future Perfect	mīserō		missus erō	
	mīseris		missus eris	
	mīserit		missus erit	
	mīserimus		missī erimus	
	mīseritis		missī eritis	
	mīserint		missī erunt	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	mitte	mittite	mittere	mittiminī
Future	mittitō	mittitōte	mittitor	
	mittitō	mittuntō	mittitor	mittuntor

PARTICIPLE

Present	mittēns	
Perfect		missus, -a, -um
Future	missūrus, -a, -um	

INFINITIVE

Present	mittere	mittī
Perfect	mīsisse	missus esse
Future	missūrus esse	missum īrī

	GERUND	GERUNDIVE
Gen.	mittendī	mittendus, -a, -um
Dat.	mittendō	
Acc.	mittendum	
Abl.	mittendō	

SUPINE

missum, missū

THE THIRD OR Ĕ-CONJUGATION (-iŏ VERBS)

rapiŏ, rapere, rapuī, raptus

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present		rapiŏ	rapiam	rapior	rapiar
		rapis	rapiās	raperis	rapiāris
				rapere	rapiāre
		rapit	rapiat	rapitur	rapiātur
		rapimus	rapiāmus	rapimur	rapiāmur
		rapitis	rapiātis	rapiminī	rapiāminī
		rapiunt	rapiant	rapiuntur	rapiantur
Imperfect		rapiēbam	raperem	rapiēbar	raperer
		rapiēbās	raperēs	rapiēbāris	raperēris
				rapiēbāre	raperēre
		rapiēbat	raperet	rapiēbātur	raperētur
		rapiēbāmus	raperēmus	rapiēbāmur	raperēmur
		rapiēbātis	raperētis	rapiēbāminī	raperēminī
		rapiēbant	raperent	rapiēbantur	raperentur
Future		rapiam		rapiar	
		rapiēs		rapiēris	
				rapiēre	
		rapiet		rapiētur	
		rapiēmus		rapiēmur	
		rapiētis		rapiēminī	
		rapient		rapientur	
Perfect		rapuī	rapuerim	raptus sum	raptus sim
		rapuistī	rapueris	raptus es	raptus sīs
		rapuit	rapuerit	raptus est	raptus sit
		rapuimus	rapuerīmus	raptī sumus	raptī sīmus
		rapuistis	rapuerītis	raptī estis	raptī sītis
		rapuērunt	rapuerint	raptī sunt	raptī sint

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu-perfect	rapueram	rapuissem	raptus eram	raptus essem
	rapuerās	rapuissēs	raptus erās	raptus essēs
	rapuerat	rapuisset	raptus erat	raptus esset
	rapuerāmus	rapuissēmus	raptī erāmus	raptī essēmus
	rapuerātis	rapuissētis	raptī erātis	raptī essētis
	rapuerant	rapuissent	raptī erant	raptī essent
Future Perfect	rapuerō		raptus erō	
	rapueris		raptus eris	
	rapuerit		raptus erit	
	rapuerimus		raptī erimus	
	rapueritis		raptī eritis	
	rapuerint		raptī erunt	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	rape	rapite	rapere	rapiminī
Future	*rapitō*	*rapitōte*	*rapitor*	
	rapitō	*rapiuntō*	*rapitor*	*rapiuntor*

PARTICIPLE

Present	rapiēns	
Perfect		raptus, -a, -um
Future	*raptūrus, -a, -um*	

INFINITIVE

Present	rapere	rapī
Perfect	*rapuisse*	*raptus esse*
Future	*raptūrus esse*	*raptum īrī*

GERUND		GERUNDIVE
Gen.	*rapiendī*	rapiendus, -a, -um
Dat.	*rapiendō*	
Acc.	*rapiendum*	
Abl.	*rapiendō*	

SUPINE

raptum, raptū

The Fourth or I-Conjugation

audiō, audīre, audīvī, audītus

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present		audiō	audiam	audior	audiar
		audīs	audiās	audīris	audiāris
				audīre	audiāre
		audit	audiat	audītur	audiātur
		audīmus	audiāmus	audīmur	audiāmur
		audītis	audiātis	audīminī	audiāminī
		audiunt	audiant	audiuntur	audiantur
Imperfect		audiēbam	audīrem	audiēbar	audīrer
		audiēbās	audīrēs	audiēbāris	audīrēris
				audiēbāre	audīrēre
		audiēbat	audīret	audiēbātur	audīrētur
		audiēbāmus	audīrēmus	audiēbāmur	audīrēmur
		audiēbātis	audīrētis	audiēbāminī	audīrēminī
		audiēbant	audīrent	audiēbantur	audīrentur
Future		audiam		audiar	
		audiēs		audiēris	
				audiēre	
		audiet		audiētur	
		audiēmus		audiēmur	
		audiētis		audiēminī	
		audient		audientur	
Perfect		audīvī	audīverim	audītus sum	audītus sim
		audīvistī	audīveris	audītus es	audītus sīs
		audīvit	audīverit	audītus est	audītus sit
		audīvimus	audīverīmus	audītī sumus	audītī sīmus
		audīvistis	audīverītis	audītī estis	audītī sītis
		audīvērunt	audīverint	audītī sunt	audītī sint

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu-perfect	audīveram	audīvissem	audītus eram	audītus essem
	audīverās	audīvissēs	audītus erās	audītus essēs
	audīverat	audivisset	audītus erat	audītus esset
	audīverāmus	audīvissēmus	audītī erāmus	audītī essēmus
	audīverātis	audīvissētis	audītī erātis	audītī essētis
	audīverant	audīvissent	audītī erant	audītī essent
Future Perfect	audīverō		audītus erō	
	audīveris		audītus eris	
	audīverit		audītus erit	
	audīverimus		audītī erimus	
	audīveritis		audītī eritis	
	audīverint		audītī erunt	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	audī	audīte	audīre	audīminī
Future	audītō	audītōte	audītor	
	audītō	audiuntō	audītor	audiuntor

PARTICIPLE

Present	audiēns
Perfect	audītus, -a, -um
Future	audītūrus, -a, -um

INFINITIVE

Present	audīre	audīrī
Perfect	audīvisse	audītus esse
Future	audītūrus esse	audītum īrī

GERUND		GERUNDIVE
Gen.	audiendī	audiendus, -a, -um
Dat.	audiendō	
Acc.	audiendum	
Abl.	audiendō	

SUPINE

audītum, audītū

DEPONENTS

As all conjugations are given in full above, the corresponding deponents are here presented largely in synopsis.

	I		II	
	moror, morārī		**polliceor, pollicērī**	
	morātus sum		**pollicitus sum**	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	moror	morer	polliceor	pollicear
Imperf.	morābar	morārer	pollicēbar	pollicērer
Future	morābor		pollicēbor	
Perfect	morātus sum	morātus sim	pollicitus sum	pollicitus sim
Pluperf.	morātus eram	morātus essem	pollicitus eram	pollicitus essem
Fut. Perf.	morātus erō		pollicitus erō	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	morāre	morāminī	pollicēre	pollicēminī
Future	*morător*		*pollicētor*	
	morător	*morantor*	*pollicētor*	*pollicentor*

PARTICIPLE

Present	morāns	pollicēns
Perfect	morātus, -a, -um	pollicitus, -a, -um
Future	*morātūrus, -a, -um*	*pollicitūrus, -a, -um*

INFINITIVE

Present	morārī	pollicērī
Perfect	*morātus esse*	*pollicitus esse*
Future	*morātūrus esse*	*pollicitūrus esse*

	GERUND	GERUNDIVE	GERUND	GERUNDIVE
Gen.	*morandī*	morand(us, -a), -um	*pollicendī*	pollicendus, -a, -um
Dat.	*morandō*		*pollicendō*	
Acc.	*morandum*		*pollicendum*	
Abl.	*morandō*		*pollicendō*	

SUPINE

morātum, morātū	*pollicitum, pollicitū*

III

proficīscor, proficīscī
profectus sum

	INDICATIVE	SUBJUNCTIVE
Present	proficīscor	proficīscar
Imperf.	proficīscēbar	proficīscerer
Future	proficīscar	
Perfect	profectus sum	profectus sim
Pluperf.	profectus eram	profectus essem
Fut. Perf.	profectus erō	

IIIa

patior, patī
passus sum

	INDICATIVE	SUBJUNCTIVE
Present	patior	patiar
Imperf.	patiēbar	paterer
Future	patiar	
Perfect	passus sum	passus sim
Pluperf.	passus eram	passus essem
Fut. Perf.	passus erō	

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	proficīscere	proficīsciminī	patere	patiminī
Future	*proficīscitor* *proficīscitor*	*proficīscuntor*	*patitor* *patitor*	*patiuntor*

PARTICIPLE

Present	proficīscēns	patiēns
Perfect	profectus, -a, -um	passus, -a, -um
Future	*profectūrus, -a, -um*	*passūrus, -a, -um*

INFINITIVE

Present	proficīscī	patī
Perfect	*profectus esse*	*passus esse*
Future	*profectūrus esse*	*passūrus esse*

	GERUND	GERUNDIVE	GERUND	GERUNDIVE
Gen.	*proficīscendī*	proficīscend(us, -a),	*patiendī*	patiendus, -a, -um
Dat.	*proficīscendō*	-um	*patiendō*	
Acc.	*proficīscendum*		*patiendum*	
Abl.	*proficīscendō*		*patiendō*	

SUPINE

profectum, profectū   *passum, passū*

IV

adorior, adorīrī, adortus sum [1]

	INDICATIVE	SUBJUNCTIVE
Present	adorior	adoriar
Imperfect	adoriēbar	adorīrer
Future	adoriar	
Perfect	adortus sum	adortus sim
Pluperfect	adortus eram	adortus essem
Future Perfect	adortus erō	

IMPERATIVE

	SINGULAR	PLURAL
Present	adorīre	adorīminī
Future	*adorītor* *adorītor*	*adoriuntor*

PARTICIPLE

Present	adoriēns
Perfect	adortus, -a, -um
Future	*adortūrus, -a, -um*

INFINITIVE

Present	adorīrī
Perfect	*adortus esse*
Future	*adortūrus esse*

	GERUND	GERUNDIVE
Gen.	*adoriendī*	adoriendus, -a, -um
Dat.	*adoriendō*	
Acc.	*adoriendum*	
Abl.	*adoriendō*	

SUPINE

adortum, adortū

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[1] On the analogy of audiō it might be expected that the perfect passive participle of deponents of the fourth conjugation would end in -ītus; but the commonest deponents of the fourth conjugation form the perfect passive participle in other ways

IRREGULAR VERBS

	sum, esse, fuī		possum, posse, potuī	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	sum	sim	possum	possim
	es	sīs	potes	possīs
	est	sit	potest	possit
	sumus	sīmus	possumus	possīmus
	estis	sītis	potestis	possītis
	sunt	sint	possunt	possint
Imperfect	eram	essem	poteram	possem
	erās	essēs	poterās	possēs
	erat	esset	poterat	posset
	erāmus	essēmus	poterāmus	possēmus
	erātis	essētis	poterātis	possētis
	erant	essent	poterant	possent
Future	erō		poterō	
	eris		poteris	
	erit		poterit	
	erimus		poterimus	
	eritis		poteritis	
	erunt		poterunt	

Perfect tenses regular.   Perfect tenses regular

IMPERATIVE

	SINGULAR	PLURAL
Present	es	este
Future	*estō*	*estōte*
	estō	*suntō*

PARTICIPLE

Future   *futūrus, -a, -um*

INFINITIVE

Present	esse	posse
Perfect	*fuisse*	*potuisse*
Future	*futūrus esse, fore*	

		eō, īre, iī, itum		volō, velle, voluī	
	INDICATIVE	SUBJUNCTIVE		INDICATIVE	SUBJUNCTIVE
Present	eō	eam		volō	velim
	īs	eās		vīs	velīs
	it	eat		vult	velit
	īmus	eāmus		volumus	velīmus
	ītis	eātis		vultis	velītis
	eunt	eant		volunt	velint
Imperfect	ībam	īrem		volēbam	vellem
	ībās	īrēs		volēbās	vellēs
	ībat	īret		volēbat	vellet
	ībāmus	īrēmus		volēbāmus	vellēmus
	ībātis	īrētis		volēbātis	vellētis
	ībant	īrent		volēbant	vellent
Future	ībō			volam	
	ībis			volēs	
	ībit			volet	
	ībimus			volēmus	
	ībitis			volētis	
	ībunt			volent	
Perfect	iī	ierim, etc.		voluī, etc.	voluerim, etc.
	īstī				
	iit				
	iimus				
	īstis				
	iērunt				
Pluperf.	ieram, etc.	īssem, etc.		volueram, etc.	voluissem, etc.
Fut. Perf.	ierō, etc.			voluerō, etc.	

IMPERATIVE

	SINGULAR	PLURAL
Present	ī	īte
Future	*ītō*	*ītōte*
	ītō	*euntō*

PARTICIPLE

Present	iēns, gen. euntis	volēns
Perfect	it(us, -a), -um	
Future	*itūrus, -a, -um*	

INFINITIVE

Present	īre	velle
Perfect	*īsse*	*voluisse*
Future	*itūrus esse*	

	GERUND	GERUNDIVE
Gen.	*eundī*	*eund(us, -a), -um*
Dat.	*eundō*	
Acc.	*eundum*	
Abl.	*eundō*	

mālō, mālle, māluī   nōlō, nōlle, nōluī

	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	mālō	mālim	nōlō	nōlim
	māvīs	mālīs	nōn vīs	nōlīs
	māvult	mālit	nōn vult	nōlit
	mālumus	mālīmus	nōlumus	nōlīmus
	māvultis	mālītis	nōn vultis	nōlītis
	māluut	mālint	nōlunt	nōlint
Imperfect	mālēbam	māllem	nōlēbam	nōllem
	mālēbās	māllēs	nōlēbās	nōllēs
	mālēbat	māllet	nōlēbat	nōllet
	mālēbāmus	māllēmus	nōlēbāmus	nōllēmus
	mālēbātis	māllētis	nōlēbātis	nōllētis
	mālēbant	māllent	nōlēbant	nōllent
Future	[mālam]		[nōlam]	
	mālēs		nōlēs	
	mālet		nōlet	
	mālēmus		nōlēmus	
	mālētis		nōlētis	
	mālent		nōlent	

Perfect tenses regular.   Perfect tenses regular.

IMPERATIVE

	SINGULAR	PLURAL
Present	nōlī	nōlīte
Future	*nōlītō*	*nōlītōte*
	nōlītō	*nōluntō*

PARTICIPLE

Present	nōlēns

INFINITIVE

Present	mālle	nōlle
Perfect	*māluisse*	*nōluisse*

dō, dare, dedī, datus

This verb deviates from the first conjugation principally in that its **a** is often short in situations where the first conjugation would call for **ā**.

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	dŏ	dem	——	——
	dās	dēs	daris	dēris
			dare	dēre
	dat	det	datur	dētur
	damus	dēmus	damur	——
	datis	dētis	daminī	dēminī
	dant	dent	dantur	dentur
Imperfect	dabam	darem	dabar	darer
	dabās	darēs	dabāris	darēris
			dabāre	darēre
	dabat	daret	dabātur	darētur
	dabāmus	darēmus	dabāmur	darēmur
	dabātis	darētis	dabāminī	darēminī
	dabant	darent	dabantur	darentur
Future	dabŏ		dabor	
	dabis		daberis	
			dabere	
	dabit		dabitur	
	dabimus		dabimur	
	dabitis		dabiminī	
	dabunt		dabuntur	

Perfect tenses regular (excepting that the a of datus is short).

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	dā	date	dare	daminī
Future	*datō*	*datōte*	*dator*	
	datō	*dantō*	*dator*	*dantor*

PARTICIPLE

Present	dāns	
Perfect		datus, -a, -um
Future	*datūrus, -a, -um*	

INFINITIVE

Present	dare	darī
Perfect	*dedisse*	*datus esse*
Future	*datūrus esse*	*datum īrī*

GERUND · GERUNDIVE

	GERUND	GERUNDIVE
Gen.	*dandī*	dandus, -a, -um
Dat.	*dandō*	
Acc.	*dandum*	
Abl.	*dandō*	

SUPINE

datum, datū

edō, ēsse (edere), ēdī, ēsus

The peculiarities of edō are due to the fact that its regular forms are often contracted, as in the infinitive above. Otherwise the verb conforms to the third conjugation, and only so much of it is here given as is needful to display the contracted forms.

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	edō	edam	edor	edar
	ēs	edās	ederis	edāris
	edis		edere	edāre
	ēst	edat	ēstur	edātur
	edit		editur	
	edimus	edāmus	edimur	edāmur
	ēstis	edātis	ediminī	edāminī
	editis			
	edunt	edant	eduntur	edantur

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Im-perfect	edēbam	ēssem ederem	edēbar	ederer
	edēbās	ēssēs ederēs	edēbāris edēbāre	ederēris ederēre
	edēbat	ēsset ederet	edēbātur	ēssētur ederētur
	edēbāmus	ēssēmus ederēmus	edēbāmur	ederēmur
	edēbātis	ederētis	edēbāminī	ederēminī
	edēbant	ēssent ederent	edēbantur	ederentur

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	ēs (ede)	ēste (edite)	edere	ediminī
Future	ēstō (editō) ēstō (editō)	ēstōte (editōte) eduntō	editor editor	eduntor

ferō, ferre, tulī, lātus

	ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	ferō	feram	feror	ferar
	fers	ferās	ferris ferre	ferāris ferāre
	fert	ferat	fertur	ferātur
	ferimus	ferāmus	ferimur	ferāmur
	fertis	ferātis	feriminī	ferāminī
	ferunt	ferant	feruntur	ferantur
Im-perfect	ferēbam	ferrem	ferēbar	ferrer
	ferēbās	ferrēs	ferēbāris ferēbāre	ferrēris ferrēre
	ferēbat	ferret	ferēbātur	ferrētur
	ferēbāmus	ferrēmus	ferēbāmur	ferrēmur
	ferēbātis	ferrētis	ferēbāminī	ferrēminī
	ferēbant	ferrent	ferēbantur	ferrentur

	ACTIVE	PASSIVE
	INDICATIVE	INDICATIVE

		ACTIVE	PASSIVE
Future		feram	ferar
		ferēs	ferēris
			ferēre
		feret	ferētur
		ferēmus	ferēmur
		ferētis	ferēminī
		ferent	ferentur

Perfect tenses regular.

IMPERATIVE

	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	fer	ferte	ferre	feriminī
Future	*fertō*	*fertōte*	*fertor*	
	fertō	*feruntō*	*fertor*	*feruntor*

PARTICIPLE

Present	**ferēns**	
Perfect		**lātus, -a, -um**
Future	*lātūrus, -a, -um*	

INFINITIVE

Present	ferre	ferrī
Perfect	*tulisse*	*lātus esse*
Future	*lātūrus esse*	*lātum īrī*

	GERUND	GERUNDIVE
Gen.	*ferendī*	**ferendus, -a, -um**
Dat.	*ferendō*	
Acc.	*ferendum*	
Abl.	*ferendō*	

SUPINE

lātum, lātū

fīō, fierī, factus sum

	INDICATIVE	SUBJUNCTIVE
Present	fīō	fīam
	fīs	fīās
	fit	fīat
	[fīmus]	fīāmus
	[fītis]	fīātis
	fīunt	fīant
Im-perfect	fīēbam	fierem
	fīēbās	fierēs
	fīēbat	fieret
	fīēbāmus	fierēmus
	fīēbātis	fierētis
	fīēbant	fierent
Future	fīam	
	fīēs	
	fiet	
	fīēmus	
	fīētis	
	fient	

Perfect tenses identical with those of the passive of **faciō**.

IMPERATIVE

	SINGULAR	PLURAL
Present	fī	fīte

PARTICIPLE

Perfect	factus, -a, -um

INFINITIVE

Present	fierī
Perfect	*factus esse*
Future	[*factum īrī*] *futūrus esse, fore*

WORD LIST

The numbers indicate the Exercises in which a word is defined or used in some special way.

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accipiō, accipere, accēpī, acceptus, 54.

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ācriter, adverb, 52, 66.

ad, preposition, used with the accusative case, 12.

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adorior, adorīrī, adortus sum, 69.

ager, agrī, M., 10.

agricola, -ae, M., 6.

albus, -a, -um, 14.

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altus, -a, -um, 39, 65.

āmittō, āmittere, āmīsī, āmissus, 67.

ancilla, -ae, F., 19.

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apud, preposition, used with the accusative case, 66.

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āter, ātra, ātrum, 57, 65.

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aut, conjunction, 71.

autem, postpositive conjunction, 39.

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cōgō, cōgere, coēgī, coāctus, 70.

collis, -is, M., 42.

collocō, collocāre, collocāvī, collocātus, 38.

colōnus, -ī, M., 67.

columba, -ae, F., 18.

commōtus, -a, -um, 60.

compleō, complēre, complēvī, complētus, 19.

concha, -ae, F., 7.

māter, -tris, F., 41.

mātrimōnium, -ī, N., 64.

maximus, -a, -um; see magnus.

melior, -ior, -ius; see bonus.

mēnsa, -ae, F., 1.

meus, -a, -um, 21.

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moneō, monēre, monuī, monitus, 20.

moror, morārī, morātus sum, 69.

mortuus, -a, -um, 51.

mox, adverb, 22.

mulier, -ieris, F., 67.

multī, -ae, -a, 20, 65.

nam, conjunction, 15.

nauta, -ae, M., 1.

nāvis, -is, F., 45.

nē, conjunction, 68, Rule.

-ne, interrogative particle, 35, Rule.

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nīdus, -ī, M., 33.

noctū, adverb, 63.

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nōn, adverb, 16.

nōnus, -a, -um, 68.

noster, -tra, -trum, 21.

nostrī, -ōrum, M., 68.

novem, 47.

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nūbēs, -is, F., 57.

nūllus, -a, -um, 62.

numquam, adverb, 71.

nunc, adverb, 6, 35, Rem.

obēsus, -a, -um, 28.

occīdō, occīdere, occīdī, occīsus, 16, 43.

octāvus, -a, -um, 68.

octō, 47.

ōlim, adverb, 19.

omnis, -is, -e, 60.

oppidum, -ī, N., 17.

optimus, -a, -um; see bonus.

ovis, -is, F., 62.

ōvum, -ī, N., 33.

paene, adverb, 64.

parō, parāre, parāvī, parātus, 53.

parvus, -a, -um, 14, 65.

passus, -ūs, M.; see mīlia passuum.

pater, -tris, M., 41.

patera, -ae, F., 28.

patior, patī, passus sum, 69.

paucī, -ae, -a, 46.

paulō post, adverbial phrase, 62.

pāx, pācis, F., 54.

pecūnia, -ae, F., 20.

peior, peior, peius; see malus.

per, preposition, used with the accusative case, 23.

perterritus, -a, -um, 37.

perveniō, pervenīre, pervēnī, perventum, 65.

pessimus, -a, -um; see malus.

petō, petere, petīvī, petītus, 72.

piger, -gra, -grum, 17, 65.

pila, -ae, F., 1 ; cf. 4.

piscis, -is, M., 42.

plūrēs, plūrēs, plūra ; see multī, and 65, Note.

plūrimī, -ae, -a; see multī.

pōculum, -ī, N., 29.

poenās dō, dare, dedī, datus, 12.

polliceor, pollicērī, pollicitus sum, 69.

porta, -ae, F., 17.

possum, posse, potuī, 31, 40.

APPENDIX I

THE PRONUNCIATION OF LATIN

Alphabet. The Latin alphabet is like the English, excepting that it lacks the letters **j** and **w**; moreover, **k**, **y**, and **z** are little used in Latin.

Sounds. Latin speech sounds are of two general classes; namely, Consonant and Vowel.

NOTE. The letter **i** has two uses: sometimes it is to be read as a consonant, sometimes as a vowel. It is to be read as a consonant (*a*) when it stands between vowels within a word, as in **eius**; and (*b*) when it begins a word and is followed by a vowel, as in **iam**.

Consonants. The consonant sounds of Latin are expressed by **b, c, d, f, g, h, i, k, l, m, n, p, q, r, s, t, v, x,** and **z.** Nearly all of these letters are sounded as in English, but the pronunciation of the following requires special notice:

b, when followed by *s*, or *t*, is sounded as *p*; as in *urbs* and *obtineō*.

c as in *cut* (never as in *cent*).

g as in *get* (never as in *gem*).

i as *y* in *yet*.

s as in *sat* (never as in *busy* or *sure*).

t as in *tin* (never as in *rational*).

v as *w* in *wind*.

REMARK. The letter **q** is found only in the combination **qu.** Here (and sometimes in the combinations **gu** and **su**) the letter **u** represents **v**, and must be so pronounced.

Vowels. The vowel sounds of Latin are represented by **a, e, i, o, u,** and **y.**

NOTE 1. Vowels may be either long or short. A long vowel is indicated by writing a straight line above the letter, as ā. A short vowel is usually unmarked ; but the sign ˘ is sometimes used, as ă.

NOTE 2. By running two different vowels together into a single sound, a diphthong is produced. The principal diphthongs of Latin are **ae, au,** and **eu.**

The Latin vowel and diphthong sounds are as follows :

ā as *a* in *farther.*	ŏ as *o* in *forty.*
ă as *a* in *ahém.*	ū as *u* in *rude.*
ē as *e* in *they.*	ŭ as *u* in *put.*
ĕ as *e* in *let.*	y as German *ü.*
ī as *i* in *machine.*	ae as *y* in *try.*
ĭ as *i* in *bit.*	au as *ou* in *out.*
ō as *o* in *tone.*	eu as *eu* in *feud.*[1]

Syllables. A Latin word has as many syllables as it has vowels or diphthongs.

In dividing a word into syllables, (*a*) a single consonant goes with the following vowel, as **e-go**; (*b*) a group of consonants is usually shared between two syllables, as **duc-tus** and **sel-la.** But to this last there are many exceptions, whole consonant groups sometimes being pronounced with the following vowel.[2]

Length of Syllables. Syllables may be either long or short.

[1] The diphthong *eu* is not often found. Two other infrequent combinations are *oe* and *ui*, as seen in *coepi* and *huic*. These latter diphthongs have the sound of Latin ŏ + ĭ and Latin ŭ + ĭ, pronounced rapidly and with stress on the second vowel.

[2] As a rule for printed texts, it is customary in dividing words to put with the following vowel all the consonants that can be pronounced with that vowel, as *ca-stra* and *pu-gna.*

Long are (*a*) those which contain a long vowel or a diphthong; as **tē**, and the first syllable of **sae-pe** or **au-tem**: (*b*) those in which a short vowel is followed in the same word by two or more consonants, or by either **x** or **z**;[1] as the first syllable of **tĕn-dŏ**,[2] and **nŏx**. But, by exception, a syllable in which a short vowel is followed in the same word by a mute (**c**, **g**, **t**, **d**, **f**, **p**, or **b**) and a liquid (**l** or **r**) is usually short.[3]

Short are the syllables which contain a short vowel not followed in the same word by two or more consonants; as the two syllables of **ro-sa**.

REMARK. Distinguish carefully between long *vowel* and long *syllable*, noting (as shown above) that the vowel of a long syllable may be itself short.

Accent. Latin words of two syllables are accented upon the first syllable; as, **ménsa**. Words of greater length are accented upon the last syllable but one, if that be long, otherwise upon the preceding syllable; as, **colónus**, **magíster**, and **pátēra**.

REMARK. The addition of -**cum**, -**ne**, or -**que** causes the accent of the words to which they are joined to shift to the last syllable ; as, **nōbíscum**, **vidésne**, and **puelláque**.

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[1] Both *x* and *z* stand for double consonant sounds, *x* being equivalent to *c* + *s*, and *z* probably representing the sound of *d* + *s*.

[2] Note that the first syllable of *ten-dō* contains only one of the consonants whose presence makes it long. According to current metrical theory, any syllable that ends in a consonant is thereby closed and made long. On this basis, *tĕn-* is in and for itself a long syllable. The influence of the following *d* lies simply in the fact that its presence makes it necessary to pronounce the *n* with the preceding vowel (for *te-ndō* would be unpronounceable), thus closing the preceding syllable and making it long. Contrast the situation in *tĕ-neō*, where the first syllable is open and short, there being no following consonant to force the *n* back into that first syllable.

[3] Because the mute and liquid (e.g., *tr*, *pl*, etc.) can both so readily be pronounced with the following vowel, thus leaving the preceding syllable open and short.

APPENDIX II

COLLOQUIAL PHRASES

(Teachers who make use of this material will in some cases find it necessary to explain to their classes the form and syntax of the phrase employed.)

ASSENT

licet, *all right.*

scīlicet, *of course.*

maximē vērō, *yes indeed.*

EXCLAMATION

āin tū? *what's that!*

ecce Mārcum, *see, there's Marcus.*

ēheu, *alas!*

eugē, *good! bravo!*

nūgās, *nonsense!*

GREETING, ETC.

salvē (salvēte),[1] *good morning, good day,* etc.

salvum tē advēnisse gaudeō, *I'm glad you've arrived safe.*

quid agis? (agitis?) *how do you do?*

quid agitur? *how goes it?*

valē (valēte), *good-by.*

cūrā ut valeās, *take care of yourself.*

cūrāte ut valeātis, *take care of yourselves.*

REQUEST, ETC.

obsecrō :

  properā (properāte), obsecrō, *do hurry.*

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[1] Words in black-faced type thus bracketed are the corresponding plurals, to be used when more than one person is addressed.

quīn :
  quīn curris ? (currĭtis ?) *run, will you.*
abīn hinc ? (singular), *begone from here.* For plural, use
  discēdite simply.

MISCELLANEOUS

adde (addite) gradum, *hurry up.*
bene est, *good !, I'm glad,* etc.
certum est mihi īre, *I've made up my mind to go.*
īlicō, *immediately, instanter.*
male nārrās (nārrātis), *that's bad, I'm sorry to hear it,* etc.
nīl agis (agitis), *it's no use.*
nōn āssis faciō (with accusative), *I don't care a straw for.*
quid eō factum est ? *what has become of him ?*
sēdulō, *with right good will.*
ut ita dīcam, *so to speak.*

INDEX

[Handwritten notes:]

Flevit Lepus Parvulus

1. Flevit lepus parvulus clamans altis vocibus:

2. Neque in horto fui, neque ob comedi

3 Longas aures habeo, brevem caudam teneo,

4 Leves pedes habeo, magnum saltum facio. 5 Domus mea sibbar est, lectus meus durus e.

II. Quid feci hominibus, quod me sequuntur canibus?

O Domine Deus
Speravi in te
O care mi Jesu
nunc libera me,
In dura catena
In misera poena
Desidero te,
languendo, gemendo,
Et genuflectendo
Adoro, imploro,
Ut liberes me!

YB 35657

diste [illegible]

[illegible] in [illegible]

[illegible] in [illegible]

Natum videte

Regem angelorum

Venite adoremus adore

" "

" " Dominum.

tar.