LESSONS IN LATIN PARSING: CONTAINING THE OUTLINES OF THE LATIN GRAMMAR, DIVIDED INTO SHORT PORTIONS, AND EXEMPLIFIED BY APPROPRIATE EXERCISES IN PARSING

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ADVERTISEMENT.

THIS little work was commenced for the benefit of one of the author's children, who was entering on the study of the Latin language. It is now given to the public in the hope, that what has succeeded in a single instance, may prove generally useful;—a hope which has been strengthened by the favorable reception experienced by a similar introduction to the Greek language, which was prepared on a like occasion, about three years since.

The principle on which both these works proceed is this, that the grammar of a language can never be fully impressed upon the memory, except in the act of *parsing*; and that it is as useless, therefore, as it is tedious, for a child to spend three or four months upon the grammar, as a preparation for that which ought to be commenced at once. Most instructors have felt this, but have been unable to pursue any other course, from the character of the books which are generally used in parsing. The first page of the Epitome Historiæ Sacræ, for example, supposes in the learner an acquaintance with every part of the Latin grammar. All have witnessed the perplexity and discouragement which are felt by most young persons, from the extent of the field which is opened thus suddenly before them. The confusion of mind

naturally produced by such a multitude of objects, too often gives rise to bad habits of study, if not to an unconquerable disgust for the whole pursuit.

To obviate these difficulties, is the design of the present work. The Latin grammar is divided into short, distinct portions; each of which is followed by a *parsing lesson*, containing no forms of inflection or construction, except such as are exemplified in that portion, or in those already gone over. The pupil is supposed, from the commencement, to know nothing in advance of his lesson, except that *est* and *sunt*, are verbs, meaning *is* and *are*. Thus much it is necessary to assume, in order to frame a *sentence*, or distinct enunciation of thought, which is far more interesting to the learner, than a mere collection of disconnected words. On this plan, the pupil begins to parse from the hour he enters on the study of the first declension; and carries on this exercise, at every step, as new portions of the grammar are presented, till he reaches the last rule of Syntax. Each principle being thus presented by itself, and immediately exemplified by numerous instances, is clearly understood, and deeply impressed on the memory. At proper intervals the process is inverted, and lessons are given in turning English into Latin, an exercise which ought to be early commenced and constantly pursued. The whole is concluded with easy dialogues and stories, taken from Scheller's Grammar, and the works of Erasmus, making the whole amount of Latin in the volume equal to that of the Epitome Historiæ Sacræ, and of a far more amusing character, it is believed, than is found in most books of the kind. A translation is given of the earlier lessons, to relieve the pupil for a short time at the commencement, from the perplexity of

looking out the words. At a later period he will be expected to use the vocabulary which is appended to the volume. The examples chosen have been taken chiefly, with slight modifications, from the writings of Cicero, Cæsar, and other elegant writers, or have been formed upon models, it is believed, of good authority.

In the vocabulary, the pupil is left to decide the declension of nouns from the *termination* of the genitive, and to carry out for himself, the perfect and supine of regular verbs of the first and fourth conjugations. This is done to habituate him to rely on general rules in such cases.

In the conjugation of verbs, some supines given in the dictionaries, are omitted, on the authority of Hickie's grammar.

March 15, 1832.

PRONUNCIATION.

*** The pupil should not study these rules till he reviews the book; but the instructer should explain and enforce them from the commencement, in conversation.

PLACE OF THE ACCENT.

I. Words of two syllables have the accent always on the first; as, *li'ber*, *le'go*, *a'des*.

II. In words of more than two syllables,

1. If the *penult* (or last syllable but one) is *long*, it takes the accent; as, *amī'cus*, *amā'bam*, *audī'rem*.

2. If the *penult* is *short* or *common*, the accent falls on the *antepenult*, (or last syllable but two;) as, *tem'pŏris*, *amav'ĕram*, *ten'ebris*.

Words with *enclitics*, as regnum'*que*, homines'*ve*, nobis'*cum*, are considered as single words.*

RULES FOR THE PENULT.

As the place of the accent depends on the quantity of the penult, the following rules should be inculcated on the pupil.

I. A vowel before two consonants, or a double consonant (*x*, *z*, and *j*,) is long, by position; as, *intĕn'do*, *predix'it*.

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* Enclitics are such words as *que*, *ve*, &c. added to others, as if they were part of the word.

Exc. A vowel before a mute and liquid is common.*

II. A vowel before another vowel is short; as, *ratio, relig'io.*†

Exc. The genitives in *ius*, given on page 30, are long; and also *e*, having an *i* before and after it, as *speciēi.*

III. A diphthong is always long.†

SOUND OF THE VOWELS.

I. The final *a*, in words of more than one syllable, has the sound of *ah*; as *pen'na.*

II. The *penult*, when accented, has a *long* sound if followed by a vowel or single consonant; as, *ō'men, amī'cus, a'des*; but a *short* sound if followed by two consonants or the double consonant *x*; as, *ad'sum, ax'is.*

Exc. 1. The first *i* in *tibi* and *sibi* is pronounced short, *tibby, sibby.*

2. If the vowel in the penult is followed by a mute and liquid, or by a single consonant with *h*, it has the long sound; as, *ma'tris, tro'chus.*

III. The *antepenult*, when accented, has a *short* sound; as, *mem'oro, sid'era, facultat'ibus.*

Exc. 1. *U* before a *single* consonant has its long

* The mutes are *p, b; t, d; c, k, q*, and *g*. The liquids are *l, m, n*, and *r*.

† In all cases not included under these three rules, the *penult* is marked long (¯) or short (˘) in the vocabulary. When the pupil begins to look out words, he should be instructed, therefore, to observe in all cases, whether the *penult* is long or short, and lay the accent accordingly.