

**AN ELEMENTARY  
GRAMMAR OF THE  
LATIN LANGUAGE, FOR  
THE USE OF SCHOOLS**

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An Elementary Grammar of the Latin Language, for the Use of Schools by Benjamin Hall  
Kennedy

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**BENJAMIN HALL KENNEDY**

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PREBENDARY OF LICHFIELD.

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## P R E F A C E .

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At the instance of several friends, and of other persons whose opinions carried weight\*, the Author has consented to publish the "Progressive Latin Grammar" in a new form.

Accordingly, the present publication comprises "An Elementary Grammar for the Use of Schools," and is to be followed by a "Higher Latin Grammar," for the instruction of advanced students, founded upon this volume, and supplementary to it.

The present Grammar contains, with merely verbal alterations, all that appeared in the first portion of the second edition of the "Progressive Grammar," excepting the *English Syntactical Rules*, and the English translation of the Syntax. These are replaced by a *Smaller Latin Syntax*, with translation, for the use of beginners. The former Syntax is, however, retained, and the rules and examples of the smaller one are, with little exception, verbally identical with those of the larger, so that a boy advancing in school may step from one to the other without the slightest inconvenience.

The distinctive features of the present Grammar may be stated nearly as in the Preface to the second edition of the "Progressive Grammar."

*Accidence.* — Quantity is briefly noticed in the first chapter, and the quantities of Latin words are marked throughout: thus the learner is impressed with the importance of pronunciation, and

\* The Author is anxious to record his great obligations to the Rev. Gilbert Ainslie, D. D., Master of Pembroke Hall, Cambridge, for many learned and acute criticisms, communicated from time to time in the most kind and liberal manner.

prepared for the study of Prosody. The Adjective is set down as a distinct part of speech, instead of the Participle. The use of the Pronoun *hic, hæc, hoc*, in the declension of Nouns is dispensed with : — all that it is intended to teach will be supplied by a *Praxis*, which is now in the course of preparation. The term *Conjunctive Mood* is adopted from the best modern writers, its special uses (Potential, Subjunctive, &c.) being reserved for explanation in the *Syntax*. The Participle, or Gerundive, in *du* has been deprived of the name of *Future*, to which it certainly has no claim. The Future Perfect in *ro* has been removed from the *Conjunctive* to its proper place in the *Indicative Mood*. The Tenses are translated by one sign only, the other English signs being afterwards specially noticed. In like manner, the varying forms, *ere* for *erunt*, *re* for *ris*, *fui* for *sum*, &c., are omitted in the paradigms, and specially noticed in a subsequent place. It is hoped that the paradigms will be made easier to the learner by these changes, and also by the synoptical form in which they are printed. The old memorial hexameters for genders of Nouns, flexion of Verbs, &c., are replaced by rhyming Latin lines in octosyllabic rhythm, which are learnt (as the Author has found) with infinitely greater ease, remembered quite as well, and applied with at least equal readiness. In adopting this alteration, the Author has followed not only the clear dictates of his own judgment, but also the universal practice of Continental Latin grammars.

*Smaller Syntax and First Rules of Construing.* — These rules are intended to introduce the beginner to the practice of construing simple sentences, before he enters upon the further study of *Syntax*.

In the *larger Syntax*, the compiler has applied the improved principles of modern philology to the memorial system of instruction. He has chosen Latin rules on account of their superior conciseness ; and, while he has made the individual rules short and clear enough for memorial citation, he has also adhered as nearly as he might to philosophical accuracy in their arrangement ; following the growth of the sentence from its simplest to its complex forms, and carefully explaining the distinction between the simple and compound sentence, as also between the several kinds of compound sentences. It is only by an accurate understanding of these dis-

tinctions that a learner can thoroughly master the doctrine of the Subjunctive mood, so eminently important in Latin; and, how easily and perfectly it can be mastered by the method here adopted, the compiler knows from experience.

The elementary rules of *Prosody* are thrown into the form of memorial Latin verses. This plan is appropriate to the subject itself, and suited to learners who have already made some progress in the language. Although it has been impossible in these verses to avoid occasional deviations from approved rhythm, yet it will be found that the objectionable lines do not form so much as one tenth part of the whole number; while of verses decidedly inharmonious there are only 5 or 6 out of 225; and even these may be turned to advantage, as examples of what should be avoided in rhythm.

This Grammar is supposed to be used in schools nearly as follows:—A class of beginners learn the Accidence by rote, to § 69, and are carried through it twice, omitting only § 17. and § 31., which are useful rather for reference than for memorial repetition. They then begin the Rules of Gender, &c., and are exercised in declining Substantives with Adjectives, and in conjugating Verbs from a vocabulary or from the master's dictation. Having twice or thrice gone through the Rules of Gender, &c., they commence the Smaller Latin Syntax, and at the same time begin to be exercised in construing and writing the simplest sentences. Having construed and learnt this Syntax once, they go through it again, at the same time beginning *Prosody*, and construing and writing longer sentences, with application and repetition of the Syntax rules. *Prosody* being learnt once throughout, they go over it again, at the same time beginning to construe and scan (with continual reference to *Prosody* rules) Heroic and Elegiac Extracts from Ovid. These too they will now repeat by rote; and also commence versification. As they advance in their course of reading, their foundation must be kept secure by reference to their Grammar rules, and by several weekly lessons in the Grammar itself. When they are high enough to study the elegancies of Latin style in Cicero and Livy, and to write Latin themes, they will be required to construe and repeat the larger Latin Syntax, and, when familiar with this, the higher Grammar will