

*-um*, called by many grammarians one of the principal parts of the verb, belongs, in fact, to only about 250 Latin verbs; then, again, those verbs that are invariably intransitive have the perfect participle in the neuter gender only. This part, then, called in the dictionaries the supine in *-um*, must, in most cases, be the neuter of the perfect participle; and I have ventured, in the enumeration of the principal parts of the verb, to give it this name, and also to substitute, as Vaníček and other grammarians have done, in place of *supine stem*, the more correct term *participial stem*. The retention of the *neuter* of the perfect participle, in enumerating the principal parts of the verb, instead of the masculine, is of importance from the fact just mentioned in regard to intransitive verbs, and also because it can be made to conform easily to the present usage of our dictionaries.

The words in the short vocabularies at the beginning of the lessons, as well as the examples to illustrate the rules of syntax, are mostly drawn from the first five chapters of Caesar's Gallic War. These vocabularies should be thoroughly committed to memory. The practice of selecting examples from authors of different periods and modes of expression tends, as it seems to me, rather to perplex young pupils than to give them definite ideas of the structure and formation of a Latin sentence. No effort is made in these vocabularies to teach the derivation of words; but, in the general vocabulary at the close of the book, the prefixes, stems, and endings of the words have been carefully indicated. In the chapter on the formation of words, attention is mainly confined to the formation of those words that the pupil can easily understand, and that can be made of service to him while studying these lessons.

Exercises for sight-reading have been introduced early in the course. The lesson read at sight can be assigned as the regular lesson of the next day, and made to serve as the basis for additional drill in syntax and etymology. On the third day, the pupil should be required to translate the same lesson, as a review exercise, into clear and accurate English, absolutely disregarding the literal construction of the words and sentences. These exercises will also afford ample means for practice in pronouncing Latin, which is best acquired in reading connected sentences, as is the case in a modern language. But in order to read Latin easily and