

**EXERCISES IN LATIN
ETYMOLOGY; ADAPTED TO
ANDREWS AND STODDARD'S
LATIN GRAMMAR**

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Exercises in Latin Etymology; Adapted to Andrews and Stoddard's Latin Grammar by E. A. Andrews

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E. A. ANDREWS

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EXERCISES

IN

LATIN ETYMOLOGY;

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LATIN GRAMMAR.

BY

E. A. ANDREWS, LL. D.

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P R E F A C E .

Among those principles relating to education, which are sanctioned alike by reason and experience, few, probably, are better established, than the expediency of fully illustrating general rules by means of particular examples. To minds of every class, but especially to those of the young, abstract principles, while unexplained by examples, have a character of vagueness alike unsatisfactory to the understanding and unfitted to retain their hold upon the memory. Particular examples, on the contrary, are easily comprehended and remembered, but are of little practical value, till they suggest the general principle, under which they are to be arranged.

To establish general principles in the student's mind, two opposite courses of instruction have been pursued; the one known as the synthetical method, the other as the analytical. By the former, a principle is first enunciated, and subsequently illustrated by individual instances. By the latter, the student is led through single examples, until he arrives at the general principle. The one, therefore, begins, where the other ends, and ends, where the other begins. Each of these methods, it is well known, has its advocates, and this is not less true in regard to instruction in language, than in other departments of education. Without presuming to hazard an opinion respecting the relative advantages of these two methods, we may perhaps be permitted to remark, that the synthetical method has some-

times suffered from the inadvertence of its professed friends, who have too often rested in the enunciation of principles, without sufficiently providing for their adequate illustration by means of appropriate exercises.

A conviction of this fact led the author of this small work, many years since, to prepare a book of "Latin Exercises," adapted to the illustration of each division of Andrews and Stoddard's Latin Grammar. That volume was arranged in such a manner as to be used with convenience from the time when the student commenced the study of the Grammar; and, in connection with the "Questions" adapted to the same Grammar, was designed so to illustrate its leading principles, as to leave no doubt concerning their true intent and proper application. It is in such connection that those works have been generally used in the best schools of New England, and in this way only can the true value of either work be fairly estimated.

At a later period than the one last referred to, and in further prosecution of the author's design, he prepared a small volume, which he called his "First Latin Book," in which, in successive lessons, he presented the rules of the Latin grammar with exercises designed to illustrate and to fix them permanently in the student's memory. This latter work, which was intended more particularly for the use of those academies and high schools, in which the study of the Latin language is pursued to a limited extent only, and as a necessary part of a good English education, has received the favorable attention of many practical teachers, and of several eminent scholars, into whose hands it has fallen.

In pursuance of the same purpose, which led to the preparation of his Latin Exercises and First Latin Book, the author has been induced, by the friendly suggestion of a classical teacher of much experience, to prepare these few pages for the special accommodation of those students, who make use of Andrews and Stoddard's Grammar at the commencement of their Latin studies. To these, and especially to the younger members of the classes, the constant use of a large book of exercises during the many months in which they are mastering

the principles of Latin Etymology, is attended with considerable inconvenience, while the possession of a small manual will, it is hoped, facilitate the study of their daily lessons, without reminding them continually how much remains for them to do. It may be added, that the etymological exercises contained in the larger work are less copious, and are confined to fewer topics, than those which are comprised in this manual.

As this work is designed to be used in connection with the study of the etymological part of the Grammar, it has received the name of "Etymological Exercises," though it must be confessed, that, in strict propriety, every change in the termination of a word has ultimate reference to its proposed use in the construction of a sentence.

In the exercises on the verbs contained in the first part of this work, it would have been easy to substitute nouns as nominatives, instead of the perpetual "he, she, it" and "they;" but it would have been a departure from the general plan of the work, and would have tended to confound unnecessarily the departments of etymology and syntax. In its present form the nominatives *ego, tu, nos, vos, ille, illi*, etc., as in the verbal paradigms, are considered as implied in the forms of the verbs, and, consequently, in preparing the lessons they can be entirely omitted.

To the exercises are subjoined an English-Latin and a Latin-English Vocabulary, containing such words in each language, as the student will have occasion to employ in preparing his exercises. Many of the Latin words in these Vocabularies are irregular, but as their irregularities are explained under the appropriate heads in the Grammar, such explanations have been generally omitted in the Vocabularies, lest they should seem to diminish the motives of the student to a faithful study of every part of his Grammar. In his Vocabulary, for example, the student will find that *sto* is a neuter verb of the first conjugation; but if a knowledge of this fact should lead him, without further search, to form for it a regular perfect, he may chance to find that other members of his class have surpassed

him in diligence. By the use of the *Vocabularies* the teacher will find it easy, on occasions, to prepare other exercises, and to diversify their character to almost any extent.

The designed connection of these Exercises with the *Grammar*, and the mode in which they were intended to be used, will sufficiently appear by means of the directions and the grammatical references embodied in the work.

E. A. A.

New Britain, Conn., Oct. 1855.

ETYMOLOGICAL EXERCISES.

Part I.

NOUNS.

Grammar † 26.

DIRECTIONS.—In regard to each of the following English sentences the teacher will ask, 1st. What words in this sentence are nouns? 2d. Why is this word (naming it) a noun? The answer to the second question will be found in the definition of a noun contained in the 26th Section of the Grammar.

Dido founded Carthage.
Neptune is the god of the sea.
Care follows wealth.
Hope cheers the husbandmen.
Virtue is its own reward.

CLASSIFICATION OF NOUNS.

DIRECTIONS.—The questions in regard to each Latin word in the following table are, 1st. What kind of noun is it? 2d. Why is it a proper, a common, a collective, an abstract, or a material noun? The respective definitions of each of these classes of nouns will afford the proper answer to the second question.

| | |
|-----------------------------------|--------------------------------|
| Roma, <i>Rome</i> . | Necessitas, <i>necessity</i> . |
| Aurum, <i>gold</i> . | Sicilia, <i>Sicily</i> . |
| Fluvius, <i>a river</i> . | Formido, <i>fear</i> . |
| Nox, <i>night</i> . | Ignavis, <i>sluggard</i> . |
| Gladus, <i>a sword</i> . | Athènes, <i>Athens</i> . |
| Apenninus, <i>the Apennines</i> . | Senatus, <i>the Senate</i> . |
| Poëma, <i>a poem</i> . | Æs, <i>brass</i> . |

| | |
|---------------------------|----------------------------------|
| <i>Panis, bread.</i> | <i>Panis, a loaf.</i> |
| <i>Glacies, ice.</i> | <i>Oceānus, the ocean.</i> |
| <i>Fides, faith.</i> | <i>Aqua, water.</i> |
| <i>Oleum, oil.</i> | <i>Concilium, an assembly.</i> |
| <i>Casus, cheese.</i> | <i>Casus, a cheese.</i> |
| <i>Pictas, piety.</i> | <i>Mel, honey.</i> |
| <i>Horatius, Horace.</i> | <i>Magister, a master.</i> |
| <i>Triticum, wheat.</i> | <i>Plēbs, the common people.</i> |
| <i>Justitia, justice.</i> | <i>Ætas, an age.</i> |
| <i>Vinum, wine.</i> | <i>Malum, an evil.</i> |
| <i>Marcus, Marcus.</i> | <i>Tibēris, the Tiber.</i> |

GENDER OF NOUNS.

Grammar § 27.

DIRECTIONS.—The questions in regard to each of the following nouns are, first, "Is its gender *natural* or *grammatical*?" Secondly, "Why?" The answers to these questions will be found in this section of the Grammar.

| | |
|-------------------------------|-------------------------------|
| <i>Diana, f., Diana.</i> | <i>Romulus, m., Romulus.</i> |
| <i>Clypeus, m., a shield.</i> | <i>Poella, f., a girl.</i> |
| <i>Aurum, n., gold.</i> | <i>Nox, f., night.</i> |
| <i>Puer, m., a boy.</i> | <i>Panis, m., bread.</i> |
| <i>Glacies, f., ice.</i> | <i>Fluvius, m., a river.</i> |
| <i>Pocina, n., a poem.</i> | <i>Flumen, n., a river.</i> |
| <i>Pater, m., a father.</i> | <i>Filia, f., a daughter.</i> |
| <i>Casus, m., cheese.</i> | <i>Sicilia, f., Sicily.</i> |

Grammar §§ 28—30.

DIRECTIONS.—The questions in regard to each of the following nouns are, 1st. "What is its gender?" 2d. "Why?" The general rules of gender in these sections will suggest the proper answers.

| | |
|----------------------------|--------------------------------|
| <i>Horatius, Horace.</i> | <i>Holēna, Helen.</i> |
| <i>Mater, a mother.</i> | <i>Roma, Rome.</i> |
| <i>Hispania, Spain.</i> | <i>Auster, the South-wind.</i> |
| <i>Conjux, a spouse.</i> | <i>Parens, a parent.</i> |
| <i>Pirus, a pear-tree.</i> | <i>Aprilis, April.</i> |
| <i>Tibēris, the Tiber.</i> | <i>Nardus, spikenard.</i> |
| <i>Ægyptus, Egypt.</i> | <i>Rhodus, Rhodes.</i> |
| <i>Nemo, nobody.</i> | <i>Aper, a wild-boar.</i> |

DECLENSIONS.

Grammar § 38.

DIRECTIONS.—The following table contains the nominative and genitive singular of certain Latin nouns, whose gender the