

LATIN SYNONYMS

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649027507

Latin Synonyms by Robt. Wm. Douthat

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ROBT. WM. DOUTHAT

**LATIN
SYNONYMS**

Latin Synonyms

Defined From Two Standpoints,

- (1) From the Historical and Derivative;**
- (2) From the Natural and Logical**
As from the presence of the following
Intrinsic and Undeniable Concepts;
 - (a) Generic and Specific Ideas,**
 - (b) Primary and Secondary Ideas,**
 - (c) Dynamic and Static Ideas,**
 - (d) Measure and Thing to be Measured.**

—BY—

ROBT. WM. DOUTHAT, PH. D.,

**Prof. of the Latin Language and Literature
in the West Virginia University,
Morgantown, W. Va.**

MEH

Copyrighted, 1907,
By ROBERT WM. DOUTHAT.
All Rights Reserved.

PA 2349

U67

PREFACE

The need of some explanation of the real differences in the use and meanings of words is found to be necessary from the very beginning of our course of study in a foreign language. Otherwise, the ordinary student of a foreign tongue will make as many blunders as the Frenchman who had concluded from a short stay in this country that living in America was very "costive," and that, if he could once get hold of all the ways in which "cor" is used, he would know two-thirds of the English language.

Students of Latin will sometimes try to translate an Eng. sentence by the first words they find answering to the Eng. words. For example, the following sentence is given in English to be turned into Latin:—"The whole farm is covered with sheep and cattle and hogs and chickens." The student finds *teco* means "to cover" and writes *tecorus* and then the sentence to a Roman would mean "the whole farm is roofed in" with sheep and cattle and hogs and chickens," so that the rains cannot get to the land any more and the earth will keep dry. In other words, hogs and cattle and sheep and chickens are spread so thick over a raised platform that neither rain or sunshine can reach the ground underneath. Again, "the dialogue is made to rest on the authority of men of the olden times." *Facere* means 'to make' and *requiescere* means 'to rest.' Then the student writes *REQUIESCERE FACTUS EST*, which to the Roman mind meant 'is made to go to sleep.'

Take the expression in Eng., 'a good deal,' and dictate to a student "he had a good deal in his basket," pronouncing carelessly the word 'deal,' as many do, making it 'EAL. The student will soon speak out,— "teacher, I know all the words in that sentence perfectly well, except EEL. Will you please tell me what that is in Latin?"

Take the expression "bellied sails" or "full sails;" you would not look for the *VENTREFACTA VELA* or *VELA ALVEATA* or *VELA PLENA*, but for *VELA PARRA*, 'spread sails.'

Take such an expression as "full day"; you would not use *PLENUS* nor *COMPLETUS*, but *SOLIDUS*, *INTEGER*, or *TOTUS*.

What the student wants is a clear conception of the true meaning of a word, and then he will be able to understand the writer or to express himself with exactness and force; but, if he does not know the difference in the use of synonyms, he will blunder in his thinking and also in his expression.

Now, we may sometimes think that the student is the only one at fault in this matter. He has studied carelessly, has not been critical, etc., etc. But the truth of the matter is the fact that *NINE TENTHS* of those who have studied Latin or Greek for *three* or *five* years, and who know the grammatical relations of words well, do not know the differences of words, which, having the same meanings in the vocabularies, carry immense differences in their values. And now comes the astonishing feature in the case, viz., that fully *ONE-HALF* of the *TEACHERS OF LATIN* do not know and therefore cannot explain these differences, and at least *ONE-HALF* of the *OTHER HALF* will depend on *vague* and *unsatisfactory* definitions and have absolutely no principle of interpretation. Put up for examination the 50,000 *TEACHERS OF LATIN* in the United States and let the examination be wholly on synonyms. *THREE-FOURTHS*, or 37,500 will not grade 50 out of 100, and 25,000 will not grade 25 out of 100, and 10,000 will not grade 10 out of 100, and yet, to get the true value of a translation from Latin into English depends as much on the *exact rendering* of a verb or a noun or an adjective or adverb or a preposition as it does on *cases* or *modes and tenses*. No rendering by simple mode and tense or case can ever satisfy a critical mind. The true meaning of the word must be known, and this cannot be known, unless the difference between any two words with similar meanings is clear,—clear by definitions, clear by some principle of interpretation, or clear by the historical and derivative connection of the word.

We feel therefore that, next to Grammar, there must be a clearing up of the differences existing among synonymous words, and this constitutes our apology for making this book along lines already definitely drawn.

And now a word to my fellow teachers as to the method to be pursued in the use of the book.

(1) No student, much less teacher, would ever stultify himself by saying that there are not GENERAL and SPECIFIC terms employed by the Latin; for, if we go no further, all *Neuters* are generic. When Caesar said *pugnandum est*, he meant that *everybody fought*. We know also that *Res* is the most generic term among nouns, meaning *anything visible or invisable, anything that can be imagined or dreamed of as an object or subject*. Then for all actions, *Agere* is the most generic term among verbs, etc., etc.

The difference between GENERAL and SPECIFIC should be pointed out frequently and made clear to the comprehension of every student, at least after he has had his first year in the study of the *forms of Nouns, Verbs, Adjectives*, etc.

(2) PRIMARY and SECONDARY words should also have attention, but these might be left for the *Third Year*, as these require a higher degree of intelligence and wider range of thought than do the *General* and *Special*, and yet the *Primary* and *Secondary* are equally as important as the *Generic* and *Specific*. As examples of the *Primary* and *Secondary*, most of the *Prepositions* are *primary*, but *De* is certainly *secondary* and 1001 things may be explained from its *secondary meaning* that could not be so well explained in any other way.

(3) DYNAMIC and STATIC ideas require a still wider reach of thought and therefore should not have much attention before the *fourth year of the course*, but then they should be strongly impressed, for the differences are both great and important. We shall make much use of these ideas in discriminating between words in the body of our book.

(4) STANDARDS and THINGS TO BE MEASURED should have special attention.

THE AUTHOR.

West Va. Univ., Morgantown, W. Va.
Sept. 1, 1907.

LATIN SYNONYMS

The lines along which we shall work will take the lead of the four special directions indicated on the last page of our preface, namely:

- (1) The Generic and Specific.
- (2) The Primary and Secondary.
- (3) The Dynamic and Static.
- (4) Standards and Things to be Measured.

FIRST CHAPTER

GENERIC AND SPECIFIC IDEAS.

Such as represent the general, common, and well-nigh universal ideas of action or condition being Generic; and those that represent special, particular and individual ideas of action or condition and of objects or subjects required in analysis for distinction being Specific. For example, there are but four absolutely generic ideas in all the universe, but these may have sub-generics, and the sub-generics may again be sub-divided; but Specifics will constitute in all languages the great bulk of all that words or symbols can represent. Hence we may conclude, that, if we learn a few hundred sub-generics, we shall have little trouble with the specifics. This we think will be made perfectly clear in the study of verbs, of which we have arranged many under sub-generics.