

**ELEMENTARY
LESSONS
IN LATIN, PP. 1-147**

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Elementary Lessons in Latin, pp. 1-147 by Otto A. Wall

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LESSONS IN LATIN

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PREFACE.

The elementary principles of the Latin language contained in this little book are sufficient to enable the student to read the Latin edition of the German pharmacopoeia, which is as much Latin as is necessary for the pharmaceutical or medical student. The grammar and the vocabularies and reading exercises are separate, which enables the student to fix in his mind the essentials of the language without the confusion which results from having grammar, vocabularies and exercises promiscuously intermixed.

This arrangement has been adopted for the following reasons:

The main purpose of these lessons is to enable the student to translate into English such Latin quotations, words, clauses, phrases or connected sentences as he may meet with in his general reading; for this purpose it is not necessary to burden the mind or to waste time with memorizing an extensive vocabulary; the vocabularies to be memorized are therefore very limited in number of words. The student is required to refer to a dictionary for the meaning of many of the words in the reading exercises, and thus to become familiar with the use of such a book. For this purpose "A LATIN-ENGLISH DICTIONARY for the use of Junior Students, by John T. White, D.D.," is recommended.

In other words, a knowledge of the principles and construction of the Latin language may be obtained without memorizing hundreds and perhaps thousands of words, most of which will probably never be met with again in actual use of Latin.

By interspersing the grammar part of the work among the vocabularies and reading exercises, no systematic or connected and comprehensive survey of the subject is possible, and the whole matter is left in a chaotic condition in the minds of most students, while by having the grammar separate, this part of the subject can be frequently reviewed until the student is thoroughly familiar with it. Especially should the conjugations and declensions be often reviewed, as a knowledge of these goes far towards making translation from Latin to English easy.

Wherever in the Grammar portion of the book an asterisk followed by a page number occurs, the student should turn to the page indicated and study the exercises.

It will be noticed that in the grammar part of the book only the present tense is employed, this being sufficient to explain the construction of the language; in an appendix to this part full tables of the four regular conjugations are given, and the few words from the perfect tense in the

"SYNTAX" part of the grammar may be readily understood by reading about the perfect tense in this appendix. In pharmaceutical and other scientific Latin writings the present is almost exclusively used, so that memorizing the full conjugations is not necessary, although some familiarity with the different tenses will be valuable.

In Part III, devoted to "Familiar Words," an effort is made to assist the student to a rapid and easy acquirement of the knowledge of an extended vocabulary; this method associates the English and Latin languages in a manner which enables students to read the exercises from the Latin edition of the German pharmacopoeia in a comparatively short time.

The elements of the Latin language, as taught by Prof. Kuchner, in his "LATEINISCHE VOR-SCHULE," have been made the basis of this work, changed, however, to suit the different method; from this work also many of the reading exercises are taken; the Latin quotations ascribed to various authors and the Latin mottoes and proverbs, are from "Cyclopedia of Practical Quotations," where also free translations may be found. Some of the exercises from the German pharmacopoeia have been slightly changed, to make titles, tests, etc., correspond to those of the United States Pharmacopoeia.

In the vocabularies some words are given which are not used in the reading exercises, which enables the teacher to compose additional sentences for blackboard use if he so desires; the author of this book makes frequent use of such additional exercises. Also translating from English into Latin may be practiced where time allows, although it is not within the scope of these lessons to dwell on such work, the aim being mainly to enable the student to understand Latin titles, prescriptions, and such quotations as may occur in his professional reading.

For this Second Edition the text and plates have been carefully revised and some few alterations have been made that will add to the usefulness of the book. For pharmaceutical students this text is particularly well adapted, and will enable pharmacists to get a fair understanding of the Latin language, even without a teacher, as it is intended for self-study, if necessary.

O. A. WALL.

St. Louis, Aug. 1, 1917.

PART I.

GENERAL PRELIMINARY LANGUAGE LESSONS.

I. 1. A *noun* is a word used to designate a thing, quality or action existing or conceived by the mind; a noun is the name of a thing, quality or action; it is also called a *substantive*.

2. A *common noun* is the name one object has in common with other objects of the same kind; *vir*, man; *puella*, girl; *equus*, horse.

3. A *proper noun* is the name of an individual as distinguished from others; *Carolus*, Charles; *Maria*, Mary; *America*, America.

4. A *concrete* (material) *noun* is the name of a material object; *lagena*, bottle; *mortarium*, mortar.

5. An *abstract noun* indicates a quality; *virtus*, virtue; *sapientia*, wisdom; *pulchritudo*, beauty.

II. 6. An *adjective* is a word used to limit or qualify nouns; *bonus*, good; *dulcis*, sweet; *amarus*, bitter.

7. Adjectives are *limiting*: The articles *a*, *an* and *the* (German: *ein*, *eine*, *ein*; *der*, *die*, *das*), the pronomial adjectives *meus*, mine; *tuus*, thine; etc.; and the numeral adjectives meaning number or quantity: *unus*, one; *duo*, two; *plures*, several; *multi*, many; etc.; or they are *qualifying*, when they denote some quality or attribute of a substantive, as: *magnus*, large; *laetus*, happy; *validus*, strong; etc.

8. The Latin language has no articles, and these must be supplied in translating, according to the sense of the Latin sentence.

9. Adjectives may be derived from proper nouns: *Americanus*, American; *Canadensis*, Canadian.

10. *Participial adjectives* are participles used as adjectives: *aqua bulliens*, boiling water; etc.

III. 11. A *pronoun* is a word denoting a person or thing by certain temporary relations: *ego*, I; *tu*, thou; *hic*, this; *qui*, who; *quod*, what.

IV. 12. The *verb* is that part of speech which asserts, declares or predicates something: *studeo*, I study; *plantae florent*, plants bloom.

13. A *transitive verb* requires a direct object; it expresses an action by the subject as terminating upon some other person or thing as its object: **vir regit equum**, the man leads a horse; **puer osculatur puellam**, the boy kisses the girl.

14. An *intransitive verb* does not require an object; it denotes a state, feeling or action that terminates in the agent or doer (subject): **puella saltat**, the girl dances; **bibo**, I drink.

15. A verb has *person, number, voice, tense and mode*.

16. A *finite verb* is limited by *person*; there are three persons, the first indicating the person speaking, the second the person spoken to, and the third the person or thing spoken of.

17. There are two *numbers*; the singular number meaning one and the plural meaning more than one.

18. *Voice* expresses the relation of the subject of the verb to the action which the verb expresses. A verb in the *active voice* represents the subject as acting; a verb in the *passive voice* represents the subject as being acted upon, or as the object of an action.

With transitive verbs a thought can be expressed either actively or passively; the object in an active construction becomes the subject in a passive construction: **deus omnia constituit**, God ordains all things; **a deo omnia constituuntur**, all things are ordained by God.

19. *Tense* refers to the forms taken by a verb to indicate primarily the time, but sometimes also the continuance or completion of the action, being or state; also the relation of time thus expressed.

20. *Mode* is the particular manner in which the action, being or state expressed by a finite verb is stated or conceived, whether as actual, doubtful, commanded, etc.; this is expressed by the forms of the verb. *Modes* are either definite or indefinite.

There are three *definite modes*:

21. The *indicative mode* asserts or questions directly: John reads; does John read?

22. The *subjunctive mode* (called **conjunctivus** in Latin) is used to express doubtful or conditional assertion, or to express not an actual fact but a possibility or a conception or desire, as: we may go; John should read.

23. The *imperative* mode expresses command, entreaty or exhortation: Read! Come!

24. The *indefinite modes* express the meaning of a verb in the form of nouns, as the *infinitive*, which is that form of the verb that expresses, without reference to person or number, the action or condition asserted by the verb; *scribere*, to write, writing. In Latin there are also the substantive forms, the *gerund* and the *supine*.

The indefinite modes of verbs may also express the meaning of a verb in the form of adjectives, as the *participles*, and (in Latin) the *gerundive*.

V. 25. An *adverb* modifies words expressing action or quality, such as verbs, adjectives, or other adverbs. Adverbs denote the way in which an action takes place, or the relations of time, place, manner, quality or number, or an attribute of an attribute. Some adverbs are merely particles and unchangeable, as: *hic*, here; *ibi*, there; *nunc*, now; while others can be compared, as: *bene*, well; *melius*, better; *optime*, best; or ably, more ably, most ably.

VI. 26. A *preposition* denotes the relation of an object to an action or thing; it is called so because it is usually placed before its object. The relation expressed refers to space, time, cause, etc., as: The boy stands *before* the door; the father came *after* supper; the child shouts *for* joy; etc.

Prepositions may refer to a starting point (of, from, since); they may suppose a movement or a direction (to, toward, against); they may imply rest in a position (in, on, at, over); or they may refer to a contrary determination (but, notwithstanding).

VII. 27. A *conjunction* is a word that connects words, clauses or sentences, or determines the relation between sentences, as: *et*, and; *vel*, or; *quia*, because; *tamen*, yet; etc.

VIII. 28. An *interjection* is an exclamation expressing some emotion, as: *ehem!* ha! (expressing joy or surprise); *ehu!* ah! alas! (expressing sorrow); *eho!* ho! hello! or *aha!* aha! haha! etc.

IX. 29. *Inflection* is the change a word undergoes for determining certain relations of case, number, gender, person, tense, etc.

30. The inflection of a noun, adjective or pronoun is called *declension*; of a verb, *conjugation*. Other parts of speech are not capable of being inflected.