

**A MANUAL OF LATIN  
WORD FORMATION FOR  
SECONDARY SCHOOLS**

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A Manual of Latin Word Formation for Secondary Schools by Paul R. Jenks

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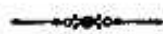
FOR SECONDARY SCHOOLS

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BY

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## PREFACE

No attempt has ever been made, apparently, to treat Latin Word Formation from the standpoint of the secondary school. The subject is important, but has been neglected by both teacher and pupil, largely because there have been no data for teaching it easily and well. A great deal of energy has been wasted in unproductive work; e.g. by the study of suffixes that seldom occur in High School Latin, and by the use of unfamiliar examples to illustrate others.

It is not believed that the pupil should be expected to assimilate all the material presented in this manual, but it has seemed well to furnish all that any secondary school teacher might desire. The lists of examples under each affix include all those occurring in *Bellum Gallicum* I-V; *In Catilinam* I-IV, *Pro Lege Manilia*, and *Pro Archia*; and *Aeneid* I-VI. From the number of words in these lists the teacher can see what affixes are the most common in the different years' work, and thus determine when they can most profitably be studied.

A tentative assignment of the suffixes to the different years might be as follows:—

SECOND YEAR. *tor* (§ 9); *id, tid, tus* (§ 29); *ia, tia, tās, tūdō* (§ 77), also *ia, tās, tūs* (§ 53); and the prefixes *ad, aī, ante, circum, con, dē, dis-, ex, in, in-, inter, ob, per, prae, prō, re(a)-, sub* and *trāns* (§ 156, etc.).

THIRD YEAR. *or* (§ 23); *tūra, (t)ium* (§§ 39, 53); *men, mentum, bulum, (c)ulum, crum, trum* (§ 46); *ilis, bilis, tilis*

(§ 87); *ōsus* (§ 97); the group meaning *pertaining to* or *belonging to* (§ 108); the three classes of verbs (§§ 115, 129, 134); the prefix *sē(d)-* (§ 199).

FOURTH YEAR. *trix* (§ 17); diminutives (§ 69); patronymics (§ 73); *āx* (§ 90); *idus* (§ 94); *(ā)tus* (§ 101); *eus* (§ 105).

It is believed that this assignment includes all that a pupil should be expected to cover in the secondary school, but provision is made for teachers and pupils who may desire to study others.

In beginning the study of word formation it will be best for the pupil to follow the models closely, as being perhaps the most concise form for indicating all that he should understand about a word. After some general idea of word formation has been gained, the class should go over the lists of examples orally in class, giving the meaning of the words according to their formation, *e.g.* § 99, the examples from the *Aeneid*, "full of spots," *i.e.* *spotted*; "full of clouds," *i.e.* *clouded* or *cloudy*; "full of mud," *i.e.* *muddy*. This exercise serves as the direct application of the study of word formation to the acquirement of vocabulary, which should be the principal object of all such study in the secondary school.

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## LATIN WORD FORMATION

### THE ELEMENTS OF WORDS

1. A **ROOT** may be defined as the simplest element common to all words of a related group. For example, we say that *sta* is the root of *stō*, *sistō*, *statuō*, and their compounds, of *stator*, *statiō*, *stabulum*, *stāmen*, *statira*, *stabilis*, *statim*, etc. By all these words there is expressed some idea connected with that of *standing*.

2. A **STEM** may be defined as that part of a word which contains the fundamental meaning, and is to be distinguished from the complete word, which contains the additional idea of case, number, voice, mood, tense, and the like. For example, the stem of *statiō* is *statiōn*, which would signify *standing* as a general idea, while *statiō*, *statiōnis*, *statiōni*, etc., mean *standing* as a nominative, genitive, or dative idea in a sentence.

3. A stem may have the same form as a root; for example, *sta*, which is considered a root, is also the stem of the verb *stō*. But most stems are formed by additions to roots as in all the other words given above.

4. The term **BASE** is used for convenience to designate the part of a word that remains unchanged in inflection. For example, the base of *lingua* is *lingu*.

5. It is easiest to learn declensions and conjugations by dividing forms into two parts, base and ending. But it

should be remembered that the forms were really developed from the stem. Thus though in the declension of *animus* only four of the endings contain the letter *o*, yet we know that the stem was *animō*, and that all the various endings originally had an *o* sound.

6. Suffixes should always be considered as added to a *stem*. But when a suffix is added to a stem that ends in a vowel, this final vowel is often weakened, or disappears altogether, so that the first element of the word may appear to be the base; in all such cases we should speak of this, however, as the *weakened stem*.

7. It is particularly necessary to consider verb stems. We generally say that a verb has three stems and bases, the present, the perfect, and the supine (or participial). For example, *frangō, frangere, frēgi, fractum*, present base *frang*, perfect base *frēg*, supine base *fract*. Upon one of these three bases (which we may call the conjugation bases) every form of the verb is made, and they must be known in order to conjugate it. But the *general stem* of this verb, found by comparing it with other words formed from the same root, is *frag*, which is not the same as any one of the conjugation stems or bases. So *gnōscō*, general stem *gno*; *pellō*, general stem *pel*; *rumpō*, general stem *rup*; etc. The general stem may often be the same as the present stem, as in *cadō*.

8. When suffixes are used with verbs, they are not added to any conjugation stem or base, though this may apparently be the case, but to the general stem. For example, *fractiō* is to be considered as formed from *frag* plus *tiō*, not from *fract* (supine base) plus *iō*.