

**LATIN WORD-BUILDING: ROOT
WORDS WITH THEIR MORE COMMON
DERIVATIVES AND THEIR MEANINGS
ILLUSTRATED BY SENTENCES TAKEN
FROM CAESAR AND CICERO**

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Latin Word-Building: Root Words with Their More Common Derivatives and Their Meanings
Illustrated by Sentences Taken From Caesar and Cicero by Charles O. Gates

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CHARLES O. GATES

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LATIN
WORD-BUILDING
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ROOT WORDS

WITH THEIR MORE COMMON DERIVATIVES AND THEIR
MEANINGS ILLUSTRATED BY SENTENCES TAKEN
FROM CÆSAR AND CICERO

BY

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1887

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PREFACE.

It is a fact, realized by most pupils, that, after studying Latin from four to six years, they are unable, as a rule, to translate a page of Latin at sight.

The main difficulty, admitted by teachers generally, is the pupil's ignorance of the exact meanings of the Root Words.

To overcome this difficulty the pupil should, after mastering the Regular Forms and General Structure of a sentence, learn, *first*, the exact meaning of a Root Word; *then*, by inference, if possible, or by the teacher's suggestion, or if necessary, by consulting the Lexicon, acquire the definitions of the more common words derived from that Root Word; *then*, utilize at once the information thus gained by translating sentences illustrating these words, taken from the author next to be read in regular course.

Experience shows that exact and definite meanings of words are more easily retained by this method than by

learning each word as it occurs in the text ; that the signification of the Prepositions in Composition, and of the endings is quickly observed ; that the changes, if any, in the vowel of the root are readily noticed ; that the definitions of other words derived from or akin to a root thus learned is easily inferred ; that by this method of analysis and synthesis the pupil forms the habit of observing accurately and quickly, and, finally, of applying all the knowledge he may possess in determining the meanings of new words.

ADELPHI ACADEMY, BROOKLYN N. Y.,
January, 1887.

SUGGESTIONS TO TEACHERS AND STUDENTS.

Appendix B, containing Exercises on Forms and Rules for Translation, may serve as a Latin Reader. The Exercises on Forms should, in any case, be used for Sight Reading.

As soon as the regular forms and general structure of sentences have been thoroughly mastered, a work not exceeding four months, the pupil should begin **Word-Building**, as follows :

Take the words, Part I, in alphabetical order with their corresponding sentences, Part II ; or, take the words in the order of the text in the book of Caesar the class is to read first ; if Book I, *omnis* with its derivatives and sentences, etc. ; if Book II, *cis* with its derivatives and sentences, etc. ; or, make selections of words, adapting them to the pupil's advancement.

The words selected should be read and their definitions ascertained in the class-room without the use of the Lexicon, the teacher giving the assistance required. For example, the teacher selects *amo*. The pupils find in the Vocabulary, Part I, *āmo*, to love, be fond of, be accustomed. Under *amo* are found the following Derivatives and Compounds ; first, *hic amor*, the Pronoun, *hic*, shows that *amor* is a Noun, Masculine Gender ; the class will readily infer the meaning, *love* : second, *ādāmo*, being read, the pupil, turning to *ad*, Appendix A, applies the meaning here given

to *amo* and infers the definition, to take a liking to a thing. In like manner are read, *hic amicus, amicus, inimicus, haec amicitia*, all the Derivatives and Compounds from *amo* found in the First Four Books of Caesar's Commentaries. Words and sentences from Cicero (marked *b*) are omitted until Caesar has been completed. *Amo* and its Derivatives and Compounds (others added at discretion) are given as a Vocabulary Lesson for the next day, when the pupils are required to give the English for the Latin and Latin for the English, the Parts of the Verbs, the Declension of the Nouns, Adjectives, etc. The next day, after thorough drill on the Vocabulary the pupils turn to *amo*, Part II, and translate at sight the sentences from Caesar (marked *a*), receiving the assistance required on new words. These sentences constitute the *review*, a lesson to be thoroughly prepared by reference to the Grammar, the *advance* being new words from the Vocabulary, Part I, read in the classroom as above described.

The pupil should direct his attention chiefly to tracing the meaning of the root in its derivatives, learning, however, as he advances, the meanings of the terminations as shown in Appendix to Part I.

White's Latin-English Dictionary and Riddle's Latin-English Lexicon are the authorities consulted in regard to derivation. In some instances, words derived from a common root are classed together, the object being not so much to teach derivation as to build up a ready vocabulary.

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