

ELEMENTARY LATIN

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Omne tulit punctum qui miscuit utile dulci. — HORACE



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PREFACE

Elementary Latin, the 1920 edition of Smith's *Latin Lessons*, retains the general plan of the original book. The changes are in matters of detail and serve to emphasize the four fundamental aims of the previous edition. These aims are to make Latin seem alive; to give the first year study a value for general culture; to minimize the difficulties of beginning Latin; to prepare thoroughly for the second year work.

To carry further the first two aims of the book, the number of illustrations has been nearly doubled, and a description in English is attached to each. These descriptions taken together give a general idea of the life and customs of the Romans.

To minimize the difficulties of beginning Latin, the early lessons have been divided and made shorter, so that the approach to the subject is much more gradual in the new edition than in the old. The first ten lessons of the former edition make twenty in the new book.

Another feature not only lessens the difficulties of the first year but also carries out the fourth aim, which is to help prepare more thoroughly for the second year's work. This new feature is the introduction of forty passages in connected Latin. These begin in the fifth lesson and continue throughout the book. They are supplemented by the Story of Ulysses and by interesting passages from Caesar.

In a word, the author has endeavored to make *Elementary Latin* simpler and more thorough than its predecessor, and at the same time more interesting and attractive.

M. L. S.

GALESBURG, ILLINOIS,
April 8, 1920.

INTRODUCTION

I. The Latin Alphabet.—Latin is the language of the people who inhabited ancient Latium. The chief city of Latium was Rome. The conquests of the Romans made Latin the principal language not only of Italy but of all Western Europe. The modern languages of Italy, France, Spain, and Portugal are derived directly from Latin, and most English words come from it directly or indirectly.

Not only have English and Latin many similar words and constructions, but the Latin alphabet is the same as the English, except that it has no **j** and no **w**. **I** is generally a consonant between vowels, and at the beginning of a word before a vowel: **eius, iubeō**.

(a) The vowels are **a, e, i, o, u, y**.

(b) The diphthongs are **ae, au, oe, ei, eu, ui**.

(c) The double consonants are **x** (= *cs* or *gs*) and **z** (= *ds*).

II. Vowels.—English vowels have various sounds, as *a* in *fate, fat, far*, and *fall*. But Latin vowel sounds are simple and uniform.

The *quantity* of a vowel refers to the length of time given to its pronunciation. A vowel is either long or short. Twice as much time should be given to the pronunciation of a long vowel as to a short one. A long vowel is marked **ˉ**. The sounds are as follows:

LONG
ā as in *father*: **lātus**.
ē as in *they*: **lātē**.
ī as in *machine*: **dīcō**.
ō as in *old*: **mōns**.
ū as in *rude*: **mūrus**.

SHORT
a as in *idea*: **ab**.
e as in *net*: **et**.
i as in *cigar*: **in**.
o as in *wholly*: **rosa**.
u as in *put*: **sub**.

III. **Diphthongs.**—Latin diphthongs are easy to learn. They are always long and each has always the same sound, so that a pupil does not have the trouble a foreigner has in learning to pronounce English *hear, heard, head, and heart.*

ae like *ai* in *aisle*: **prae.**

ei like *ei* in *reign*: **hei.**

au like *ow* in *how*: **laudō.**

eu like *eu* in *feud*: **neuter.**

oe like *oi* in *oil*: **proelium.**

ui like *we*: **cui** (kwe).

IV. **Consonants.**—Latin consonants, except *v*, *x*, and *i*, are pronounced as in English. Some English consonants have more than one sound, but each Latin consonant has only one.

c like *c* in *can*: **castra.**

g like *g* in *get*: **gerō.**

s like *s* in *yes*: **cōnsul.**

t like *t* in *tin*: **tertia.** (Never soft like *sh*.)

v like *w* in *went*: **ventus.**

z like *dz* in *adze*.

i (consonant) has the sound of *y* in *yet*: **iubeō.**

ch has the sound of *k*: **pulcher.**

bs and **bt** have the sound of *ps* and *pt*: **urbs, obtineō.**

V. **Quantity of Vowels.**—The quantity of vowels should be learned by observation. A few rules, however, are given:

- (a) A vowel is long before **nf**, **ns**, **n̄x**, and **nct**; also when it is the result of contraction.
- (b) A vowel is short before another vowel or **h**, and before **nd** or **nt**.

VI. **Syllables.**—There are as many syllables in Latin words as there are vowels or diphthongs, **mī'les**, **lau'dant**, **pu el'la**, **per suā'dē**.

In the division of words into syllables,

- (a) A single consonant goes with the following vowel; as in **fe'rō**.
- (b) If two or more consonants are between two vowels, the division is *generally* made after the first consonant, as **ma gis'ter**.

VII. **Quantity of Syllables.**—A syllable is long or short, according to the time required in pronouncing it.

- (a) A syllable is long if it contains a long vowel or a diphthong.

- (b) A syllable is generally long if it contains a **short** vowel followed by two or more consonants or by *x* or *z*.
- (c) Otherwise a syllable is short.

VIII. **Accent.** — Unlike English, Latin accent is very simple and uniform.

- (a) Words of two syllables are always accented on the first, as **tu'ba**.
- (b) Words of more than two syllables are accented on the penult (the next to the last) if that is a long syllable, otherwise on the antepenult (the one before the penult): **Rō mā nō'rum, in'co lae**.

IX. **Gender.**¹ — The gender of the great majority of Latin nouns is determined by the ending of the nominative singular. The rules for the gender of such nouns are given with the various declensions. The following general rules, however, may be a help to pupils in determining gender:

- (a) Names of males, rivers, winds, and months are masculine.
- (b) Names of females, trees, and countries are feminine.
- (c) Indeclinable nouns, infinitives, phrases, and clauses used as nouns are neuter.
- (d) The gender of most other nouns is determined by the ending of the nominative singular. See §§ 7, 32, 45, etc.

¹ Compare § 610.

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EAF

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LATIN LESSONS

LESSON I

THE VALUE OF LATIN

*Labor omnia vincit. — Work wins everything.**

1. English and Latin. — More than half our English words are derived, directly or indirectly, from the Latin. Some, like *labor* and *animal*, come directly with no change. Others, like *cause*, *form*, *note*, are almost exactly like their Latin equivalents (*causa*, *forma*, *nota*). Still others come indirectly, like *people*, *space*, *peace* (*populus*, *spatium*, *pax*).

Many English words which are commonly misspelled offer no difficulty to students of Latin. A few examples are: *library*, from the Latin noun *librarium*; *laboratory*, from *laboratorium*; *committee*, from *com-mittere*; *supersede*, from *super-sedere*; *accommodate*, from *accommodatus*, the perfect participle of *accommodare*; and *separate*, from the participle of *separare*.

2. An English-Latin Letter. — The value of Latin is well shown in the following letter, written by a business man — a firm believer in Latin — to a doubting pupil.

“Latin is a great help in everything you study. In bookkeeping, you won’t confuse *debit* and *credit* if you know their derivation. In botany, agriculture, and nearly all the sciences, most of the names come from the Latin (or Greek).

* Literally: *Labor conquers all things.* The motto of Oklahoma.

“But in English—the most everyday, practical study of all—Latin helps you most. If you know Latin, you never misspell *separate*, *preparation*, *precedence*, *laudable*, and so on. Consciously or unconsciously you use it all the time, not only indirectly in fully half the words you speak or write, but directly as well. You see a poster:

High School *versus* Academy

Game called at 3 P.M.

Do you know the italicized words and letters? In the game only *bona fide* students are allowed to play; others are unfit to represent your *Alma Mater*. You go to the game and pay your money (which has *e pluribus unum* stamped on it) to the manager, who is *ex officio* gate-keeper. Your team beats the other (or *vice versa*) and the captain makes an *ex tempore* speech. You pretend the other team is dead, and you hold a *post mortem* celebration, parading the streets with a big banner with a *facsimile* of the rival school marked *Requiescat in Pace*.

“If the principal opposes athletics, you may argue *pro* and *con(tra)*, urging a *referendum* to the students. A single *lapsus linguae* may spoil your case *in toto*. You may use an effective *a priori* argument, or say there is *prima facie* evidence that football is a good thing; but if you fail to make your point, things remain *in statu quo*, the principal gives his *ultimatum*, and you make your *exit*.

“And so I could go on *ad infinitum* not only about football, but about *fiat* money, *ad valorem* tariff duties, *ex post facto* laws, and *ante bellum* days, when the *per capita* income of the country was less *per annum* than it is now. But you ought to be studying your Latin, instead of reading about it, so I will stop.”