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LATIN FOR SECONDARY SCHOOLS (A GUIDE TO MINIMUM ESSENTIALS).

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A SET OF MINIMUM ESSENTIALS FOR EACH LEVEL OF A 4-YEAR SEQUENCE OF LATIN IN SECONDARY SCHOOLS IS PRESENTED IN THIS CURRICULUM GUIDE. FOLLOWING STATEMENTS OF THE OBJECTIVES OF LATIN STUDY--READING THE LATIN OF THE GREAT ROMAN AUTHORS, ATTAINING A LINGUISTIC PROFICIENCY, AND ACQUIRING A WIDER HISTORICAL AND CULTURAL AWARENESS--THE GUIDE OUTLINES FOR EACH LEVEL THE COURSE CONTENT REQUIRED TO REACH THESE GOALS. AN EXTENSIVE BIBLIOGRAPHY LISTS REFERENCE BOOKS, BIOGRAPHIES, HISTORIES, DICTIONARIES, FICTION AND POETRY, FILMS, FILMSTRIPS, GRAMMARS, LITERATURE IN TRANSLATION, MAPS, WORKS ON MYTHOLOGY AND LEGENDS, PERIODICALS, REALIA, READERS FOR LEVELS ONE AND TWO, RECORDS, SLIDES, TAPES, TESTS, AND BOOKS ON WORD STUDY. (AS)

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STATE OF INDIANA
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LATIN
For Secondary Schools

(A Guide to Minimum Essentials)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WILLIAM E. WILSON
State Superintendent of Public Instruction

1963



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ACKNOWLEDGMENT

The beginning of the 20th Century witnessed a tremendous acceleration of the public high school movement. By the end of World War I almost every community in our state boasted a high school of some type. Some of these schools were excellent even when measured by modern standards although many were limited in their offerings. The curriculum usually required three years of mathematics; four years of English; two years of science; three years of history and two or three years of Latin for graduation. The high school originated as a college preparatory institution, and was designed for the students of average and superior mental ability. Only a small percent of the youth of high school age were enrolled in these early schools. As the years passed all parents began to demand that their children have the benefit of a high school education. High school attendance is becoming more and more universal. Throughout this evolution of the American high school Latin has occupied a constant and important position in the curriculum.

Today, more Indiana high school students study Latin than any other foreign language. We owe a great tribute to those worthy teachers of yesterday who had the vision and understanding of the values which a knowledge of the Latin language contributes to the individual. We are fortunate to have today a group of enthusiastic teachers in our state who are able to demonstrate by their classroom teaching and extra-curricular activities that the study of the Latin language and classical culture is *basic* to the understanding and appreciation of Western civilization. Moreover, we deeply appreciate the combined efforts and interest of the committee who worked untiringly in formulating this guide to minimum essentials. The success of this production will be reflected in sustained interest in Latin among our secondary teachers and pupils.

Edgar B. Smith
Assistant Superintendent
for Instructional Services

William E. Wilson
State Superintendent
of Public Instruction

PHILOSOPHY

In the world of today much emphasis is, justifiably, being placed upon the study and appreciation of the humanities. Teachers of the classics believe that Latin has a vital contribution to make in the field of humanistic pursuits.

Through an understanding of ancient civilizations, one realizes the enduring impact the classics have had upon culture, customs, and the very language of Western civilization.

Latin lives today, not only in its literature but in modern concepts of government, law, medicine, engineering and the Romance languages. It is of increasing importance in modern science, as evidenced by such scientific terms drawn from Latin as *astronaut*, *supersonic*, and *jet propulsion*, to name but a few.

In preparing for the highly complex society which faces them, students of today and tomorrow have need of experience in problem-solving and decision-making. The highly inflected character of the Latin language, with its emphasis upon proper word selection for polished interpretation, upon the understanding of complex grammatical structure, and finally, upon basic principles of language as a functional and artistic part of our heritage, fulfills this ever-increasing need.

The flexible nature of Latin and its adaptability to the needs of students make it a course consistent with the basic principles of education.

Objectives

- I. The primary objective for studying Latin is to acquire the ability to read with understanding and enjoyment the Latin of the great Roman authors.
- II. The secondary objective includes:
 - A. Linguistic goals
 1. Latin
 - a. Proficiency in the pronunciation of Latin and ability to read Latin orally in a meaningful manner

- b. Ability to understand the Latin read. This necessitates a gradually increasing knowledge of:
 - (1) the structure of the Latin language—its forms and syntax
 - (2) the vocabulary of the Latin language

2. English

- a. Acquisition of a more extensive and effective vocabulary through observing and studying:
 - (1) roots, prefixes, and suffixes
 - (2) derivations as given in an unabridged dictionary
 - (3) history of meanings of words
 - (4) specialized terms used in various professions
 - (5) common Latin abbreviations, phrases, proverbs
- b. A sound knowledge of language structure
- c. Greater ease in writing, speaking, and understanding English in situations requiring:
 - (1) understanding what a writer or speaker has to say
 - (2) ability to follow directions
 - (3) preparation of a clear-cut report
 - (4) explanation of operations and methods
 - (5) precise and convincing expression of beliefs

3. Other languages

- a. The discovery that other very effective and efficient languages were in existence before English and other current languages
- b. Some appreciation of the part Latin has played in the evolution of present-day Romance languages
- c. The realization that French, Spanish, and Italian phrases met in English can be understood through Latin training
- d. The recognition that reading and writing techniques developed in learning Latin can be applied effectively to the learning of other languages, especially those derived from Latin

B. Cultural goals

1. Historical-cultural

- a. The understanding that many of our social and political institutions have come to us from Rome, acknowledged as successful in social and political living
- b. The realization that the Romans met and found solutions—for their day—for social, economic, and political problems which greatly resemble those of our own day
- c. The recognition that the leaders of today cannot understand and try to meet the vast problem of the rapidly changing world without a knowledge of the civilizations of Greece and Rome—their weaknesses as well as their strengths
- d. A knowledge of Greek and Roman mythology and traditions, as well as the actual history, on which much later literature, art, and everyday allusions are based, so that we may more fully understand and enjoy these areas today

2. Social-cultural

- a. A better understanding of our present-day world through comparison with its classical counterpart
- b. The realization that a knowledge of Latin furnishes very good preparation for law, medicine, nursing, engineering, pharmacy, architecture, and scientific research
- c. The understanding that classical civilization definitely influenced the present-day world in science and mathematics as well as in art and literature
- d. The cultivation of high ideals of courage, love of country, and self-sacrifice, devotion to duty, and other desirable moral and ethical concepts through stories of famous Romans who displayed these and other admirable traits

- e. The appreciation of the fact that Latin study is a cultural process enriching one's own personal life
- f. The development of the scientific habit of waiting to reach a decision until all the evidence is at hand
- g. The acquisition of the habit of finishing a task, once it is begun, through persistence, continuing effort, and building upon preceding accomplishments in a course where persistence is rewarded and lack of preparation is penalized
- h. Growth in sustained attention and good work habits

LATIN I

(To be taught in 7th-8th, or 9th, or 10th grade.)

I. Content designed for attainment of linguistic objectives

A. Aural-oral Latin

1. Correct pronunciation of individual words
2. Reading of sentences in Latin by thought units
3. Testing of pronunciation and spelling through dictations

B. Forms and inflections

1. Nouns: first three declensions; fourth and fifth as time, text, and class permit
2. Adjectives:
 - a. first, second and third declensions; irregulars—alius, alter, etc.
 - b. comparison of adjectives including special superlatives in -rimus and -limus; comparison of irregular adjectives—bonus, malus, etc.
 - c. declension of comparatives
 - d. possessive, demonstrative, intensive, reflexive
 - e. cardinal numerals—unus to centum, with declension of unus, duo, tres, milia; ordinal numerals—primus to decimus
3. Pronouns: personal, interrogative, intensive, demonstrative, relative, reflexive
4. Adverbs: formation and comparison

5. Verbs and verbals:

- a. principal parts, stems, and four regular conjugations, including -io verbs of the third, in all tenses of the indicative, both active and passive
- b. imperative, present active
- c. formation and declension of participles except future passive
- d. formation of infinitives except future passive
- e. irregular verbs—sum and possum

C. Principles of syntax

1. Nouns, pronouns, and adjectives

- a. rules of agreement: subject with verb, adjective and participle with noun or pronoun, appositive, relative pronoun with antecedent
- b. uses of cases:
 - (1) nominative: subject, predicate nominative, predicate adjective
 - (2) genitive: possessive, descriptive, partitive
 - (3) dative: indirect object, with adjectives (gratus, inimicus, similis, etc.), with compound verbs (praesum, praesto, etc.), and with special verbs (credo, noceo, etc.) as they occur in reading
 - (4) accusative: direct object, duration of time and extent of space, place to which, subject of infinitive, with certain prepositions
 - (5) ablative: agent, place where, place from which, time when or within which, accompaniment, manner, means, with certain prepositions, ablative absolute, respect, description, cause
 - (6) vocative
 - (7) locative
- c. uses of adjectives, including participles: attributive and predicate uses, substantive use, distinction between eius and suus
- d. uses of pronouns: principal uses under forms and inflections

2. Syntax of the verb

- a. indicative mood: independent clauses, declarative and interrogative, dependent clauses, relative clauses
- b. infinitive: complementary, subject or object of finite verb, main verb in indirect statement
- c. imperative: present active

(Although teachers of Latin are concerned with only the last two of the four goals now accepted for modern language teaching (hearing, speaking, *reading, writing*), many accept—and practice, as conditions permit—the aural-oral approach by means of records or tapes in the laboratory or in the classroom. The records and filmstrips of Richard Walker and the experimental materials of Waldo E. Sweet, including text, tapes, and filmstrips, have shown the value of pattern practices in drilling both forms and grammatical concepts as means to quicker and more accurate reading and writing. A number of guides listed in the bibliography offer suggestions for aural-oral work.)

II. Content designed for increase in cultural understandings

- A. Vocabulary and Latin word formation
- B. Translation of Latin into English and English into Latin in group situations
- C. Loan words and derivatives: prefixes, common roots, suffixes
- D. Abbreviations, phrases, mottoes, proverbs, and quotations
- E. Latin terms or phrases or derived terms used in other fields
- F. Relationship of Romance languages to Latin
- G. Background material: geography and history; mythology
- H. Everyday life of the Romans, both public and private
- I. Art and architecture
- J. Lives of famous Romans
- K. Spread of Roman civilization

LATIN II

(Latin I is a pre-requisite.)

I. Content designed for attainment of linguistic objectives

A. Review of first year's work in grammatical constructions, vocabulary, conjugations, and declensions

B. New vocabulary

C. Inflections

1. Nouns: study or review of such irregulars as *domus, vis*

2. Pronouns: indefinite

3. Adjectives and adverbs: study or review of comparison, the 9 irregulars, and declension of comparative forms

4. Verbs: subjunctive of all conjugations, active and passive; deponents; irregulars—*eo, fero, fio, volo, nolo, malo*; impersonal verbs; active and passive periphrastic conjugations

5. Verbals: all infinitives with translations, participles with translations, the gerund and gerundive

D. Principles of syntax

1. Nouns

a. nominative: predicate nominative after verbs other than *sum*—*videor, fio*, passives of *appello* and *deligo*, etc.

b. genitive: with certain adjectives and verbs, with *causa* and *gratia*, partitive and descriptive uses

c. dative: with adjectives not met in first year, with special verbs, agent, possession, purpose, reference, with verbs compounded with *ad, ante*, etc.

d. accusative: subject of an infinitive in an indirect statement, subjective complement in an indirect statement

e. ablative: with Latin prepositions not met in first year, in ablative absolute, cause, separation, with certain deponent verbs, respect, degree of difference, comparison

f. locative

g. vocative

2. Verbs

a. indicative mood

- (1) temporal clauses with dum (while), postquam, ut, ubi, cum
- (2) causal clauses with quod, quia, quoniam (giving speaker's own reason)

b. subjunctive mood

(1) uses

- (a) purpose clauses with ut, ne, qui, quo
- (b) result clauses with ut, ut non
- (c) independent and substantive volitive clauses
- (d) cum clauses: causal, concessive, circumstantial
- (e) indirect questions
- (f) subordinate clauses in indirect statement
- (g) anticipatory clauses
- (h) causal clauses with quod, quia, quoniam (not the speaker's own reason)
- (i) clauses following expressions of fear and doubt

(2) sequence of tenses

3. Verbals

- a. gerunds and gerundives
- b. periphrastic conjugations
- c. indirect statement
- d. negative command

II. Content designed for increase in cultural understandings

- A. Continued study of derivatives
- B. Continued study of Latin word formation
- C. Translation of English into Latin and Latin to English in group situations
- D. Reading
 1. Stories in Latin based on Roman times, history, and mythology
 2. Caesar's Gallic Wars, as time permits
 3. Selections from Latin authors such as Livy, Ovid, Pliny, etc.

4. Abbreviations, phrases, mottoes, proverbs, and quotations
5. Relationship of Romance languages to Latin
6. Continued study of the history and geography of the times of the Romans, their everyday life, art, architecture, and mythology

ADVANCED LATIN: Latin III or IV (Cicero)

(Latin II is a pre-requisite.)

I. Content designed for attainment of linguistic objectives

A. Review of grammar of Latin II and/or III

B. Forms and inflections

1. Nouns: declension of irregular nouns
2. Verbs: present imperative of deponent verbs

C. Principles of syntax

1. Nouns

- a. genitive: price or value; with adjectives, with verbs of accusing and acquitting, with verbs of remembering and forgetting, with miseret, paenitet, pudet, taedet, etc.
- b. dative: separation, with compounds and special verbs in required vocabulary
- c. accusative: exclamation, adverbial, double accusative
- d. ablative: place from which without a preposition, with dignus

2. Verbs

- a. direct questions introduced by *utrum . . . an, num . . . ne*, etc.
- b. temporal clauses introduced by *tum . . . cum, cum primum, simul atque, quam diu*, etc.
- c. causal clauses introduced by *quod, quia, quoniam*
- d. concessive clauses
- e. conditional clauses
- f. hortatory, jussive, deliberative, potential and optative subjunctives, relative clauses of characteristic
- g. study or review of clauses after verbs of fearing and negative clauses of doubting

- h. active and passive periphrastic conjugations
- i. historical infinitive
- j. supines

II. Content designed for increase of cultural understandings

A. Word study

- 1. Latin word formation: inceptives, frequentatives, patronymics
- 2. English derivatives

B. Figures of speech: archaism, alliteration, anaphora, antithesis, ellipsis, hyperbole, irony, litotes, metaphor, metonymy, simile, synecdoche, hendiadys, preterition, onomatopoeia, personification, etc.

C. Composition

D. Background material

- 1. Roman political institutions: officials, elections, finances and taxation, legislative bodies, provincial administration
- 2. Problems of the present day compared with problems of ancient Rome: dishonesty of public officials, election frauds, lowering of moral standards, unemployment, farm relief, etc.

E. Suggested readings

- 1. Cicero's orations against Catiline I, III, IV; excerpts from the Manilian Law, Pro Archias, De Senectute, De Amicitia
- 2. Cicero's letters
- 3. Selections from Ovid
- 4. Pliny's letters
- 5. Sallust
- 6. Caesar's Civil War
- 7. Life of Cicero and other authors studied

ADVANCED LATIN: Latin III or IV (Vergil)

(Latin II is a pre-requisite.)

I. Content designed for attainment of linguistic objectives

A. Review of grammar of Latin II and/or Latin III

B. Versification and terms of prosody: arsis, caesura, dactyl, diaeresis, elision, hexameter, ictus, spondee, syllaba anceps, systole, thesis, etc.

C. Principles of syntax

1. Nouns

- a. genitive: appositional, specification with adjectives, partitive, with verbs of plenty and want
- b. dative: limit of motion, agent with the passive voice in any tense
- c. accusative: specification (Greek accusative) with the middle voice, limit of motion without a preposition, adverbial
- d. ablative: place where, place from which, and manner—all without prepositions

2. Verbs:

- a. negative command with *ne* and the subjunctive; with *ne* and the imperative
- b. infinitives of purpose, especially with verbs of motion; infinitives with nouns, with adjectives, and in exclamations
- c. simple verb for compound verb
- d. periphrasis with *dare*
- e. perfect participle of deponents used with passive force
- f. variant forms such as *amavere* for *amaverunt*

D. Figures of speech: alliteration, anaphora, anastrophe, aposiopesis, asyndeton, chiasmus, epithet, hysteron proteron, metaphor, metonymy, onomatopoeia, oxymoron, polysyndeton, simile, synecdoche, timesis, zeugma, etc.

II. Content designed for increase of cultural understandings

A. Word formation

1. Prefixes
2. Suffixes: used to form nouns from verbs and adjectives, adjectives from nouns and verbs, and nouns from nouns

B. Etymology: extensive derivative study with special emphasis on words from science, mathematics, literature, social studies, and the professions

C. Composition: translation from English to Latin based on forms and structures met in the Latin to English translation requiring added drill because of their im-

portance, frequency of occurrence, or need for clarification

D. Vocabulary: addition of new Latin words and cultivation of ability to pick the one word that best fits the meaning

E. Famous quotations from Vergil

F. Background material

1. Life and works of Vergil

2. Content of the Aeneid

a. The Aeneid as a literary masterpiece: its influence on Chaucer, Spencer, Shakespeare, Milton, Dryden, Tennyson

b. Characters and mythological figures in the Aeneid

c. Geography

3. The Augustan Age and the Roman Empire: cultural, literary, and political aspects

4. The development of Latin poetry and its influence

G. Suggested readings

1. A minimum of Books I, II, IV with excerpts from Book III, and as many others as time permits, to learn the story of the twelve books

2. Readings from other Latin poets—Ovid, Catullus, Horace, Martial, as determined by time and class

ADVANCED PLACEMENT

For students who are academically talented in the field of foreign language many schools provide "honors" classes. These classes may be correlated with the advanced placement program.

The Classical World of November, 1962 carries an explanation of the advanced placement program which "since 1955, has been administered by the College Entrance Examination Board along with its affiliate, the Educational Testing Service. Specific programs have been described, examinations prepared and graded to provide objective standards of achievement. The response has been extraordinary, as figures on the growth of the program indicate: increase in the number of participating schools from 104 to 1126 between 1955 and 1961 (up

to 1358, as reported for 1962), and of colleges from 130 to 683." A specimen of the examination for Latin 4 is included.

The essential handbook is *Advanced Placement Program: Course Description*, obtainable from the C.E.E.B., Box 592, Princeton, N. J., or Box 27896, Los Angeles 27, Calif.

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- Taylor, Duncan Burnett. *Ancient Rome*. Roy, 1960.
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- Treble, H. A., and King, K. M. *Everyday Life in Rome at the Time of Caesar and Cicero*. Oxford Univ. Press, 1930.
- Tunis, Edward. *Weapons*. World Publishing, 1954.
- Wallbank, T. W., and Taylor, A. M. *Civilization Past and Present*. Vol. 2 (3d ed.) Scott, 1954.
- Walter, Gerard. *Caesar; a biography*. Scribner, 1952.

- Weigale, Arthur Edward Pearse Brome. *The Life and Times of Marc Antony*. Putnam, 1931.
- Wolff, H. J. *Roman Law*. Oklahoma Univ. Press, 1951.

Dictionaries and Reference Books

- Cary, M., and others. *Oxford Classical Dictionary*. Oxford, 1949.
- Cassell's New Latin Dictionary*. Funk, 1956.
- Geer, R. M. *Classical Civilization: Rome*. Prentice-Hall, 1950.
- Gow, J. A. *Companion to School Classics*. Macmillan, 1927.
- Hadas, M. *History of Latin Literature*. Columbia, 1952.
- Harper's Dictionary of Classical Literature and Antiquities*. Ed. by H. T. Peck. American Book, 1923.
- Harvey, Sir Paul, comp. and ed. *Oxford Companion to Classical Literature*. Oxford, 1946.
- Hight, G. *The Classical Tradition*. Oxford, 1951.
- Lewis, C. T., and Short, C. *Latin-English Dictionary*. Oxford, 1951.
- Oxford Classical Dictionary*, ed. by M. Cary. Oxford, 1949.
- Skeat, W. W., ed. *Etymological Dictionary of the English Language*. Oxford, 1910.
- The New Century Classical Handbook*. Appleton, 1962.
- White, J. T., and Doxon, D. D. *Classic Latin-English, English-Latin Dictionary*. Follett, 1952.
- Woodcock, P. G., ed. *Concise Dictionary of Ancient History*. Philosophical Library, 1955.

Fiction and Poetry with Classical Background

- Atherton, Gertrude. *Dido, Queen of Hearts*. Liveright, 1929.
- Baker, George. *Paris of Troy*. Penguin Books.
- Bryher, Winifred. *Roman Wall*. Pantheon Books, 1954.
- Coles, Manning. *Great Caesar's Ghost*. Doubleday, 1948.
- Costain, T. B. *The Silver Chalice*. Garden City, 1952.
- Davis, W. S. *A Friend of Caesar*. Macmillan, 1925.
- DeWohl, Louis. *Living Wood*. Lippincott, 1947.
- . *The Spear*. Lippincott, 1955.
- Dolan, M. M. *Hannibal of Carthage*. Macmillan, 1955.
- Douglas, L. C. *The Robe*. Houghton, 1942.
- Duggan, Alfred. *The Little Emperors*. Coward-McCann, 1953.
- Dunscorn, Charles. *Bond and the Free*. Musson, 1955.
- Gale, Elizabeth. *Julia Valeria*. Putnam, 1951.
- Godwin, S. A., and Godwin, E. F. *Out of the Strong*. Oxford, 1955.
- . *Roman Eagle*. Oxford, 1951.
- Graves, Ralph. *Lost Eagles*. Knopf, 1955.
- Hawthorne, Nathaniel. *The Marble Faun*. Houghton (new ed. in preparation).
- Ingles, J. W. *Test of Valor*. Westminster, 1953.
- Kipling, Rudyard. *Puck of Pook's Hill*. Doubleday.
- Koestler, Arthur. *The Gladiators*. Macmillan, 1939.
- Lawrence, Isabelle. *Gift of the Golden Cup*. Bobbs, 1946.
- . *Theft of the Golden Ring*. Bobbs.
- Llewellyn, Richard. *The Flame of Hercules*. Doubleday, 1955.
- Lytton, E. G. E. L. *Last Days of Pompeii*. Dutton.

- Macaulay, T. B. *Lays of Ancient Rome*. Cambridge Univ. Press.
- McLeish, Archibald. "The Trojan Horse," in *Collected Poems*, 1917-1952. Houghton, 1952.
- Morley, Christopher. *The Trojan Horse*. Lippincott, 1937.
- Powers, Alfred. *Hannibal's Elephants*. Longmans, 1944.
- Schmitt, Gladys. *Confessors of the Name*. Dial, 1952.
- Seton, Anya. *Mistletoe and Sword*. Doubleday, 1955.
- Shakespeare, W. *Anthony and Cleopatra; Coriolanus; Julius Caesar*. Cambridge Univ. Press.
- Shore, Maxine. *Captive Princess*. Longmans, 1952.
- Sienkiewicz, Henryk. *Quo Vadis*. Little, 1943.
- Slaughter, F. G. *Road to Bithynia*. Doubleday, 1951.
- . *The Forgotten Daughter*. Doubleday, 1933.
- Snedelker, C. D. *Luke's Quest*. Doubleday, 1947.
- . *Triumph For Flavius*. Lothrop, 1955.
- . *White Isle*. Doubleday, 1940.
- Sutcliff, Rosemary. *Eagle of the Ninth*. Oxford, 1954.
- Trease, Geoffrey. *Web of Traitors*. Vanguard, 1952.
- Treece, Henry. *Dark Island*. Random House, 1953.
- Wallace, Lew. *Ben Hur*. (Special large-type ed.) Harper.
- . *The Boy's Ben Hur*. (Abridged ed.) Harper, 1928.
- Warner, Rex. *The Young Caesar*. Little, Brown and Company, 1958.
- White, E. L. *The Unwilling Vestal*. Dutton, 1918.
- White, H. C. *Four Rivers of Paradise*. Macmillan, 1955.
- Wilder, T. N. *Ides of March*. Harper, 1948.
- Williams, Jay. *Counterfeit African*. Oxford, 1944.
- . *Roman Moon Mystery*. Oxford, 1948.
- Yourcenar, Marguerite. *Hadrian's Memoirs*. Farrar, Straus, 1954.

Films

Films may be rented conveniently from Indiana and Purdue Universities and from the University of Illinois. A special catalog, *Films for Foreign Language Instruction*, is available from Indiana, as is also a catalog listing National Educational Television films and kinescopes. Only a sampling of the most useful films is given below. For further listings, or purchase, you may wish to consult the Educational Film Guide of the H. W. Wilson Co., 950-972 University Ave., New York 52, N. Y. or the year-end summary of audiovisual materials given in *The Classical Weekly* (see periodicals).

Ancient Rome, Ancient World Inheritance, Art and Life in Italy, Better Choice of Words, Building Your Vocabulary, Decline of the Roman Empire, King Midas and the Golden Touch, Life in Ancient Rome, Rise of the Roman Empire, Roman Wall, Who Makes Words, Why Study Latin?, Word Building Language (from Coronet).

Italy, Peninsula of Contrasts; Pompeii and Vesuvius; Rome, City Eternal (from Encyclopedia Britannica Films).

Triumph Over Time, produced for the American School of Classical Studies at Athens.

- Macaulay, T. B. *Lays of Ancient Rome*. Cambridge Univ. Press.
- McLeish, Archibald. "The Trojan Horse," in *Collected Poems*, 1917-1952. Houghton, 1952.
- Morley, Christopher. *The Trojan Horse*. Lippincott, 1937.
- Powers, Alfred. *Hannibal's Elephants*. Longmans, 1944.
- Schmitt, Gladys. *Confessors of the Name*. Dial, 1952.
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Italy, Peninsula of Contrasts; Pompeii and Vesuvius; Rome, City Eternal (from Encyclopedia Britannica Films).

Triumph Over Time, produced for the American School of Classical Studies at Athens.

Yesterday's Worlds series, National Educational Television kinescopes.

You Are There series (films).

Filmstrips

Filmstrips may be purchased at a nominal cost, stored within the classroom, and used as needed. Most now come in color. For further listings and a directory of producers and primary distributors, consult the yearly guide issued by the H. W. Wilson Co. and the May issue of *The Classical World*.

In the listing below, the numbers in parentheses indicate the number of frames in the film strip. Colored filmstrips are indicated by (c) and the symbol @ indicates each. Numerals indicate the number of frames in each filmstrip.

Associa: Films: *Picture Stories of Ancient Rome* (60) guide.

Comma: Series of 5 strips on *Greek and Roman Theatres of the Ancient World* (c); series of 2 strips on *Roman Circuses, Amphitheatres and Naumachiae* (c).

Curriculum Films: *A Roman Centurion, A Roman Family, Olympic Glory* (25@c).

Department of Classics, William and Mary College, Williamsburg, Va.: *Three Little Pigs, Snow White*.

Encyclopedia Britannica: *Ancient Rome* (40c)

Eye Gate: *Life in Other Times* series—"Ancient Egypt"; "Greece"; "Rome"; "Greece, Cradle of Culture" (c). *Old World Backgrounds of American History* series—"The Early Nations of Southwest Asia," "The Glory that Was Greece," "The Grandeur That Was Rome."

Info Classroom: *Ancient Greece, Ancient Rome* (@32); *Life in Ancient Rome* (40), *Life in Ancient Greece* (43), captions.

Jam Handy: *Myths of Greece and Rome* (6 strips, captions, (c)); *Heroes of Greek Mythology* (6 strips, captions (c)).

Life: *The Epic of Man* series—"Crete, The Minoan Age" (56), "The Palace of Minos" (54); "Great Age of Warriors: Homeric Greece" (69); "Forbears of the West: The Celts" (c). *The World of the Past* series—"Ancient Egypt," "Ancient Athens" (c).

McGraw-Hill: *A Day in Ancient Rome* (36), *Growing Up in Ancient Rome* (34) captions, guide. *Words Derived from Latin and Greek* (45) (c).

Photoplay: *Alexander the Great* (55), *Ulysses* (64), both (c).

Society for Visual Education: Latin series of 20 filmstrips, including *Ulysses* and *Circe*, etc.

Tutor That Never Tires: 50 reading and testing filmstrips, including *Jason and the Golden Fleece*, the Helvetian campaign, etc.

Merriam: *Picturesque Word Origins* (98c) lecture text, 40 min. Loan prepaid.

Grammars

Allen. *Elementary Latin Grammar*. Oxford, 1913.

Allen and Greenough. *New Latin Grammar*. Ginn, 1916.

Bennett, C. E. *New Latin Grammar*. Allyn and Bacon, 1918.
Chisdes. *Latin Grammar for H. S.* Cato Copy Co., 49 Arlyn Dr.,
Lakewood, N. J.
Francis and Tatum. *Latin Syntax*. Cambridge.
Gildersleeve and Lodge. *Latin Grammar*. St. Martin's.
Henle. *Latin Grammar*. Loyola University Press, 3441 N. Ashland
Ave., Chicago 13, Ill.
Woodcock. *New Latin Syntax*. Harvard, 1959.

Helps

Two publications of the American Classical League are especially helpful: *A Catalogue of Audiovisual Aids for Classical Studies*, originally issued in 1949 and since supplemented and revised, and Bulletin 713, *Suggested Books for Latin Classes*. The latter is basically a reading guide for students in ninth-grade classes, listing books as to grade level and suitability and interest for first-year classes. Books are arranged in seven divisions: mythology and religion, background, biography, history, archaeology and travel, literature and language, and readers.

Serving to keep both audiovisual and textual listings up-to-date are the current reviews in *The Classical World*.

Latin Clubs

Bancroft, J. H. Games. Macmillan, 1924.
Latin week bulletins. American Classical League.
Lawler, L. B. The Latin club. American Classical League, 1952.
Paxson, S. Handbook for Latin clubs. Ginn, 1916.

The Latin Club should be a chapter of the Junior Classical League sponsored by the American Classical League. The League has many helps and carries accounts of Junior activities in its monthly magazine, *The Classical Outlook*. Songs are listed elsewhere in this bibliography. There are many other songs, games, and program suggestions in the guides mentioned under Teaching Latin. Conversational material is included under Oral Latin.

Literature in Translation

Caesar. *War Commentaries*, ed. and tr. by John Warrington. Dutton, 1952 (Everyman's library).
Cicero. *Basic Works*. Modern Library.
Homer. *Iliad*. Dutton, 1955 (Everyman's library).
Loeb Classical Library. Individual volumes in Latin with English translations. Harvard.
MacKendrick, P. L., and Howe, H. M. *Classics in Translation*: Vol. 1, "Greek Literature"; Vol. 2, "Latin Literature." University of Wisconsin Press.
Vergil. *The Aeneid of Vergil: A Verse Translation*, ed. by Rolfe Humphries. Scribner, 1951.
The Aeneid of Vergil: tr. by C. D. Lewis. Oxford, 1952.
The Aeneid of Vergil. Anchor books, 1953.
The Aeneid of Vergil: tr. into English verse by E. F. Taylor. Dutton.

Maps

Denoyer-Geppert Co.—Early Rome: reference map of ancient Italy; Conquest of the Mediterranean; Growth of power in Italy; Map of Ancient Rome; Mediterranean Mythology and Classical Literature; Streams of Civilization series; Historical Time Chart by Genevieve Foster; Architecture through the Ages (series of 12 colored wall charts): Greek, Roman I, Roman II; Kampen Classical series in Latin text: Graecia, Italia, Imperium Romanum, Gallia.

A. J. Nystrom and Co.—Caesar's Gaul; The Roman empire (latter is folding map). Desk outline maps 8 x 10½ and 10½ x 15.

Rand McNally and Co.—Caesar's Campaigns in Gaul; Roman Republic; Jastrow Language Map of Europe and Near East.

Educational Illustrators, 228 69th Ave., Bayside 64, N. Y., has literary maps for the Odyssey and the Aeneid.

Thrift Press has wall map of Classical Antiquity and student copies.

Museum Materials

Nearby museums, which may be visited for their collections and occasional special exhibits and programs, are the John Herron Art Institute in Indianapolis; the Fine Arts Building at Indiana University; Speed Memorial Museum, Louisville; Taft Museum, Cincinnati, the Oriental Institute on the University of Chicago campus; the Chicago Art Institute; and the Museum of Natural History, Chicago.

Other museums, such as the Boston Museum of Fine Arts, Brooklyn Museum and Metropolitan Museum in New York, Walter's Art Gallery in Baltimore, and the Museum of the University of Pennsylvania in Philadelphia are the source of postals, school picture sets, pamphlets, coins, and reproductions of coins and small sculpture.

Write direct or consult courses of study, such as those issued by Minnesota, New York, and Montgomery Co., Maryland.

Mythology and Legends

Benson, Sally. *Stories of the Gods and Heroes*. Dial, 1940.

Bulfinch, Thomas. *The Age of Fable*. Dutton (Everyman's Library).

Bulfinch, Thomas. *Mythology*. Crowell, 1947.

Church, A. J. *Aeneid for Boys and Girls*. Macmillan, 1948.

Church, A. J. *Iliad for Boys and Girls*. Macmillan, 1949.

Church, A. J. *Odyssey for Boys and Girls*. Macmillan.

Collidge, O. E. *Greek Myths*. Houghton, 1949.

Collidge, O. E. *Trojan War*. Houghton, 1952.

Colum, Padraic. *The Golden Fleece and the Heroes Who Lived before Achilles*. Macmillan, 1951.

Dillaway, Chas. Knapp. *Roman Antiquities and Ancient Mythology from Classical Schools*. Gould, 1833.

Gayley, Chas. Mills. *Classical Myths in English Literature and in Art*. Revised. Ginn, 1939.

Guerber, H. A. *Myths of Greece and Rome*. British Book Centre, 1921.

- Hamilton, Edith. *Mythology*. Little, 1942.
 Herzberg, M. J. *Classical Myths*. Allyn, 1935.
 Kingsley, Chas. *Heroes: or Greek Fairy Tales for My Children*.
 Macmillan, Dutton (Everyman's edition).
 Kreightley, Thos. *The Mythology of Ancient Greece and Italy*. 4th
 ed. Appleton, 1878.
 Sabin, E. E. *Classical Myths that Live Today*. Revised, 1940.
 Strong, Jay, ed. *Treasury of the World's Great Myths and Legends*.
 Hart, 1951.
 Tatlock, J. *Greek and Roman Mythology*. Appleton, 1920.
 Warner, Rex. *Man and Gods*. Farrar, 1951.

Oral Latin

- Brown, Robert T. *Modern Latin Conversation*. Heath, 1943.
 Carr, Wilbert L., and Hadzits, G. D. *The Living Language, Book I*.
 Heath, 1933.
 Most, Wm. G. *Latin by the Natural Method, Books I and II*. Henry
 Regnery Co., Textbook Division, 426 S. Spring St., Los Angeles
 13, Calif.
 Sister Mary Emmanuel, O.S.U. *Quomodo Dicitur*. James Denny
 Printing Co., Tiffin, Ohio, 1948.
 Sister Mary Immaculate. *Latin for the Six-Year-Old American
 Child*. Toledo Teachers College, 1935.
 Sweet, W. E. *Latin Workshop Experimental Materials, Book I*.
 University of Michigan Press, Ann Arbor, Mich., 1954.
Walkie-Talkie Latin. Yale Book Co., 34 Butternut St., Toronto 6,
 Canada.
 Willy, S. W. Translation from the French, 7th edition. *Guide to
 Latin Conversation*. J. Murphy Co., Baltimore, 1892 (o.p.).

Magazines

- Auxilium Latin*. Published by Association for Promotion and Study
 of Latin, Dr. A. E. Warsley, P. O. Box 501, Elizabeth, N. J.
Lanterna. Professor Eugene Miller, University of Pittsburgh,
 Pittsburgh, Pa.
Res Gestae. Published by Yale Book Co., 34 Butternut St., Toronto
 6, Canada.

Guides

- Seventh Grade Foreign Language Syllabus—Latin*. Jefferson Co.
 Public Schools, 1580 Yarrow St., Lakewood, Colo., 1959.
Instructional Guide for First Year Latin. Publication No. SC-577.
 Los Angeles City Schools, Division of Instructional Services,
 1960.

Periodicals

- Archaeology*, published quarterly in March, June, September, and
 December by the Archaeological Institute of America, 5 Wash-
 ington Square North, New York 3, N. Y.
The Classical Bulletin, published monthly from November through
 April by the Department of Classical Languages at Saint
 Louis University, St. Louis 3, Mo.

The Classical Journal, published monthly from October through May by the Classical Association of the Middle West and South. Address the secretary of the appropriate regional association.

The Classical Outlook, published monthly from September through May by the American Classical League, Miami University, Oxford, Ohio. Carries information on the Junior Classical League and lists materials available from the League's Service Bureau.

The Classical World, published monthly from October through June by the Classical Association of the Atlantic States at Fordham University, 441 East Fordham Road, New York 58, N. Y. Carries yearly such features as: inexpensive books for teaching the classics; summer study and foreign travel, high school and college enrollments in Latin, textbooks in Greek and Latin, and audiovisual materials for the teaching of the classics, together with extensive listings and reviews of new books.

Subscriptions to *The Classical Journal*, *The Classical Outlook*, and *The Classical World* may be taken in combination at a lower rate through the American Classical League.

Projects, Realia

Alva Museum Replicas, Inc., 140 W. 22nd St., New York 11, N. Y. Catalog.

Miss Edith M. Cook, Projects, Box 6, Westtown, Pa.

Hesperia Art, 2219 St. James St., Philadelphia 3, Pa. Catalog issued four times yearly for \$2.

Museum Pieces, Inc., 15 W. 27th St., New York 1, N. Y. 24, reproductions of Greek and Roman sculpture.

United Nations Souvenir Shop, United Nations Bldg., New York, N. Y. Small reproductions of Greek vases.

For further ideas, consult the guides issued by Minnesota, New York, Atlanta, Ga., and Montgomery Co., Md.

Readers

Latin readers are reviewed and listed in order of increasing difficulty in a new publication, *Latin Readers: An Annotated Bibliography*, Curriculum Bulletin Series, No. V Supplement, issued by the State Department of Education, Hartford, Conn., June, 1961.

Level I designates easier material for the first semester; Level II, more difficult constructions, for latter part of first year or early part of second; Level III, to follow completion of basic structures; Level IV, prose; and Level V, verse. Part of Levels I and II are given below:

Level I

Julia. Maude Reed. St. Martin's Press, 1957.

Principia. C. W. E. Peckett and A. R. Mundy. Wilding & Sons, Ltd., Castle St., Shrewsbury, England. 4th ed., 1957.

Latinum. C. E. Robinson. Cambridge, 1956.

A First Latin Reader. C. J. Vincent. Oxford, Clarendon Press, 1936 (revised 1959).

Level II

- Ritchie's Fabulae Faciles.* J. C. Kirtland, ed. Longmans, 1958.
Legends of Gods and Heroes. T. S. Morton. St. Martin's Press, 1957.
Lively Latin. J. Colby. (Obtain from author.) Phillips Academy, Andover, Mass., 1957.
Latin Workshop Experimental Materials, Book I. Waldo E. Sweet et al. University of Michigan Press, Ann Arbor, Mich., 1954.
Camilla. Maude Reed. St. Martin's Press, 1955.
Caesar in Britain. W. E. Pantin. St. Martin's Press, 1957.
Noctes Latinae. Walter Madeley. St. Martin's Press, 1950.
Pseudolus Noster. C. W. E. Peckett and A. R. Munday. Wilding & Sons, 1950.
Roma. C. E. Robinson and P. G. Hunter. Cambridge, 1957.
A Second Latin Reader. C. J. Vincent. Oxford, Clarendon Press, 1937 (revised 1958).

Additional readers are given in the Minnesota and New York guides. Foreign books may be ordered from: Barnes and Noble, Dept. L. J., 105 5th Ave., New York 8, N. Y.; Albert J. Phiebig, Box 352, White Plains, N. Y.; and Stechert-Hafner, Inc., 31 E. 10th St., New York 3, N. Y.

Records

Records for Latin fall into three main groups—musical compositions based on classical themes, readings in Latin, and grammar drills.

Perhaps the most complete listing of the first type is that carried on pp. 129-131 of the Minnesota state guide.

Readings in Latin, available from Folkways Records, 121 W. 47th St., New York 36, include: Caesar, Cicero, the Story of Virgil's "The Aeneid," Selections from Virgil, the Odes of Horace, the Latin Language, Selections from Ovid, and Roman Love Poetry. Two new ones—Virgil and Horace, Caesar and Cicero—are read in Church Latin by Mario Pei. Also available are five records, prepared and narrated by John F. C. Richards of Columbia University, based on his text, "Essentials of Latin."

The Linguaphone Institute, 15 Rockefeller Plaza, New York, has five records giving the first ten lessons of Latin by the direct method.

The Tutor That Never Tires, Inc., Box 327, Bronxville, N. Y., has a series of teaching records called "Responde Mihi."

Slides

Slides are available in great numbers and may be borrowed, rented, or purchased (or even photographed by the classroom teacher). Only a few sources will be given here, since an up-to-date listing is possible only by checking the latest revision of "A Catalogue of Audio-Visual Aids for Classical Studies" distributed by the American Classical League, or by consulting *The Classical World*, especially at the time of its year-end summary.

American Library Color Slide Co., 222 W. 23rd St., New York

11, has catalogs on World History of Sculpture 61-2; Basic Libraries of World Art 61-6; World History of Minor Arts 61-4; A Survey of World Arts with Lectures 61-67; World Architecture 61-1; World History of Painting 61-63; and Integrated Sets on Surveys of Architecture, Sculpture, Painting, and the Minor Arts 61-65.

Color Slides on Classical Subjects, Raymond V. Schoder, S. J., Photo Service Dept., West Baden College, West Baden Springs, Ind. Six sets of 20 each.

Color Slide Encyclopedia, Catalog 3 (Jan. 1960), P. O. Box 150, Oxford, Ohio. One copy free to educational institutions.

Eastman Educational Slides, 1023 Meadow Road, Glencoe, Ill. In sets of 50, rental \$3.50 plus transportation: Roman House, Roman Games and Amusements, Mythology, Caesar's Gallic Wars, Wanderings of Aeneas.

William M. Seaman, 747 Beech St., East Lansing, Mich. 2 x 2 col. paper mounts. 291 items on Roman archaeology: Rome, Forum, Ostia, Pompeii, Herculaneum, Palatine, Imperial Fora.

Wolfe Worldwide Films, Dept. 652, 1657 Sawtelle Blvd., Los Angeles 25, Calif. Over 1000 scenes on classical subjects; catalog of 8000.

Songs

"Carmina Latin." American Classical League.

Flickinger, R. C. "Carmina Latina." R. C. Flickinger, 301 N. Capitol St., Iowa City, Iowa.

Flickinger, R. C. "Songs for the Latin Club."

Geyser, A. F. "Musa Americana." Loyola U. Press, 1920.

Hieble, Jacob. "Carmina Latina." Thrift Press.

Robertson, John C., comp. "Latin Songs and Carols." University of Toronto Press. 1945.

Robinson, D. N. "Plays and Songs for Latin Clubs." Wesleyan U., Delaware, Ohio.

Sabin, Frances E., and Woodruff, L. B. *Relation of Latin to Practical Life*. (Revised ed., 1934.)

Tapes

Tapes may be made locally, they may be duplicated, or they may be purchased.

Kent State University, at Kent, Ohio, is the national depository for educational tapes. You may purchase your own tape and send it there to be copied for 50¢ for a program of 15 minutes or less or \$1 for a program from 16 to 30 minutes. Send tape as educational material to A-V Center at Kent, placing inside the shipping container a card listing the code numbers of the program desired (send for catalog first), the speed desired (7½ or 3¾) and the name and address of your school.

Two 15-min. programs suggested for grades 5 through 9 are: E118—*Buried Cities* (the result of the eruption of Vesuvius) and E121—*Greek Heroes* (Odysseus' ten years of wandering).

Fifteen-minute programs for junior-senior high school level include HS23: *The Growth of the Roman Republic*; HS25: *The*

Empire and the Caesars; HS41: *Our Language Grows and Changes*; HS21: *What the Greeks Gave Us*. Part of a World History series, they were prepared at Indiana University.

The *Quis Sum* series (15 min. each) was prepared by Norman J. DeWitt, William McDonald, and Donald C. Swanson of the Department of Classical Languages at the University of Minnesota. These are little stories in simple Latin, progressively advancing from the third or fourth week of beginning Latin. FLL7: *Little Boy Blue* and *The Little Red Hen* is entirely in simple Latin. FLL9: *Snow White and the Seven Dwarfs* is more advanced, with vocabulary help and comments in English.

Latine Loquimur series consists of dialogues in Latin interspersed with English, graded for increasing audio-ability. They center around Marcus, a foreign visitor to an American school, who prefers to talk Latin because his English is weak.

Commercial tapes for Latin are limited almost exclusively to those produced by the EMC Corporation, although the *Quis Sum* and *Latine Loquimur* series listed above may also be secured from Donald R. Honz, Educational Stimuli, 2012 Hammond Ave., Superior, Wis. EMC's *Appella Me* series for beginners follows the pattern of the *Quis Sum* series. Each tape has two 15-minute programs with each program consisting of three 5-minute interviews with the narrator speaking English and Latin and the interviewee only Latin. Track 2 of DTL-102 has interviews with Jupiter, Juno, and Venus. The *Peter of Paris* series follows the *Latin Loquimur* style.

The *Living Text* series, for the intermediate level, gives dramatic presentations of the great events in Roman history with narration and dialogue predominantly in English but with all Roman characters speaking in Latin. There are four tapes in this series which opens with DTL-400: *Caesar Meets Ariovistus*; the *Death of the Helvetians*. Also available are the *Golden Legend* series, the *Trojan Cycle*, the *Aeneid Cycle*, and the *Great Author* series. A catalog and sample tape may be secured by writing EMC Corp., 180 E. 6th St., St. Paul 1, Minn.

Recordings for use with the new "linguistic" type text are also on the market. EMC has tapes to accompany "Latin by the Natural Method" by Wm. G. Most of Loras College, Dubuque, Iowa. And the Audiovisual Center of the University of Michigan, Frieze Bldg., 720 E. Huron St., Ann Arbor, Mich., has a new series of 30-min. recordings to accompany Dr. Waldo E. Sweet's text, *Latin: A Structural Approach*. The 36 lessons are contained in 20 programs at \$3.25 per program at 7.5 ips or \$2.65 at 3.75 ips or \$1 per program if you supply the tape.

Teaching Latin

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- A Guide for Instruction in Latin—Secondary School*. Curriculum Bulletin No. 22. State of Minnesota, Dept. of Education, St. Paul 1, 1958. (Bibliography, A-V guide, very thorough.)
- Course of Study: Latin and Modern Languages*. Grades 9-12. West Orange Public Schools, West Orange, N. J., June, 1960.
- Foreign Languages*. Grades 7-12. Curriculum Bulletin Series No. V (Tentative). State Dept. of Education, Hartford, Conn., 1958. (Emphasizes aural-oral approach and pattern practice.)
- Foreign Languages in Atlanta Community High Schools*. Atlanta, Ga., 1954. (Bibliography, A-V aids, conversations, songs.)
- Hamilton County Foreign Language Arts Guide*. (Tentative.) Grades 9-12. Office of the Superintendent of Hamilton County Schools, Room 570, Hamilton Co. Court House, Cincinnati 2, Ohio.
- Instructional Guide for First Year Latin*. Division of Instructional Services. Publication No. SC-577, 1960. Los Angeles City Schools. (Emphasis on aural-oral; references on art, dance, literature, music.)
- Latin—Course Guide*. Bulletin No. 143. Public Schools, Montgomery Co., Md., 1957, reprinted August, 1960. (Emphasis on aural-oral; A-V section.)
- Latin Curriculum Guide*. Lorain Public Schools, Lorain, Ohio, 1959. (Much attention to background material.)
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- Syllabus in Latin*. The New York State Education Department. Bureau of Secondary Curriculum Development. Albany, N. Y., 1956. (Latin in grades 7-8, general Latin, elementary and advanced Latin, bibliography.)
- Teaching Guide for Latin*. A tentative program for the secondary schools. Board of Education, City of Chicago. 2nd printing copyright, 1959. (Bibliography, A-V guide, sample lessons.)

* * *

The emphasis on modern languages, stimulated by the National Defense Education Act, and the subsequent insistence on the acquisition of aural-oral facility and the ingraining of correct grammatical responses through pattern practices should cause Latin teachers to look anew at the linguistic approaches employed in the textbooks devised by Waldo E. Sweet and Father William G. Most. They should also be prepared to experiment with the new "programmed" material currently being prepared in Latin.

Tests

Tests are usually employed for one of three purposes: (1) to predict success, (2) to measure achievement, and (3) to decide contest winners.

Prognostic tests include the Godsey and the Orleans-Solomon tests, while achievement may be tested by the White Latin test, Forms A and B, available from the American Classical League Service Bureau, or by the Cooperative Latin tests, elementary and advanced forms, available from the Educational Testing Service 20 Nassau St., Princeton, N. J. The Chicago Latin guide recommends the Every Pup. Scholarship Testing Program of the Bureau of Educational Measurements, Teachers College, Emporia, Kans.

A description of tests and an evaluation including their validity and reliability, may be found in the yearbook of Mental Measurements in the library of most colleges of education.

Yearly contests on a national scale are offered by Donald R. Honz, Educational Stimuli, 2012 Hammond Ave., Superior, Wis., and by Dr. A. E. Warsley, editor, Auxilium Latinum Magazine, P. O. Box 501, Elizabeth, N. J.

Vocabulary Cards

Language Learning Aids, Box 850, Boulder, Colo.

Visual Education Ass'n, 207 S. Perry St., Dayton 2, Ohio. Small boxes for student use, jumbo size for class use.

The Vocabulary Press, 2706 Virginia St., Berkeley, Calif. Almost 2400 Latin-English, English-Latin definitions printed on bristol board to fit 8½ x 11-inch notebooks.

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- American Book Co., 55 Fifth Ave., New York 3, N. Y.
- Appleton-Century-Crofts, Inc., 35 W. 32nd St., New York 1, N. Y.
- Bobbs-Merrill Co., 730 N. Meridian St., Indianapolis 7, Ind.
- Cambridge University Press, 32 E. 57th St., New York 22, N. Y.
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- Dial Press, Inc., 361 Fourth Ave., New York 16, N. Y.
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