REPORT RESUMES

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ADVANCED PLACEMENT PROGRAM IN LATIN.
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COLLEGE LANGUAGE PROGRAMS, ADVANCED PLACEMENT EXAMINATION,
COLLEGE ENTRANCE EXAMINATION BOARD, ALBANY

THE STEPS NECESSARY IN ESTABLISHING AN ADVANCED
PLACEMENT PROGRAM IN LATIN ARE DISCUSSED IN THIS BULLETIN FOR
TEACHERS AND ADMINISTRATORS. GUIDELINES ARE SUGGESTED FOR
SELECTING STUDENTS, ASSIGNING TEACHERS, DESIGNING THE COURSE,
ADMINISTERING THE PROGRAM, AND DEVELOPING METHODOLOGY FOR
IMPROVING STUDENTS' LANGUAGE SKILLS AND TEACHING LITERATURE.
THE SECOND HALF OF THE BULLETIN LISTS BOOKS RECOMMENDED FOR
ADVANCED PLACEMENT CLASSES, WITH ONE SECTION ON SPECIFIC
LATIN WRITERS AND GENERAL REFERENCE SOURCES, AND A SECOND
SECTION ON SUCH SUBJECTS AS LITERARY HISTORY, MYTHOLOGY, THE
CLASSICAL INFLUENCE, HISTORY, POLITICS, ANTIQUITIES, GRAMMAR,
AND COMPOSITION. A LIST OF PUBLISHERS AND SUPPLIERS OF
MATERIALS IN THE UNITED STATES AND ABROAD IS APPENDED. (AM)
Advanced Placement Program in Latin

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

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ADVANCED
PLACEMENT
PROGRAM
IN LATIN

The University of the State of New York
The State Education Department
Bureau of Secondary Curriculum Development
Albany 1965
FOREWORD

For a number of years, the State Education Department has encouraged and aided schools to make special provision for the education of gifted pupils. In accord with this policy, this Bureau has issued a series of statements regarding possible advanced courses for the gifted in French, Spanish, English, American history, mathematics, chemistry, and biology. Latin now is added to the series.

The basic material for the suggestions given was drawn from the Advanced Placement Program: Course Descriptions (1964), published by the College Entrance Examination Board.

Many statements in the following pages have been taken from the Tentative Advanced Placement Program in Latin, a project of the University of Michigan Advanced Placement Latin Institute and Seminar (1960), which was itself based on the Department's statement, Advanced Placement Program in French. The work at the Institute was conducted under the direction of Harry L. Levy, Dean of Studies, City University of New York and one-time consultant to the State Education Department.

The initial step in preparation of the manuscript was the formation of an advisory committee, which included: Saul Levin, the University of the State of New York at Binghamton; Mira L. Lomont, Pleasantville High School; Nicholas Maletta, James Wilson Young High School, Bayport; and Paul A. Rausch, Monticello High School.

After the committee conferred, Mr. Maletta drafted a manuscript which was reviewed by the other committee members. Contributions to the text and the bibliography were made by Morton E. Spillenger, associate in foreign languages education. The project was under the direction of Paul M. Glaude, Chief of the Bureau of Foreign Languages Education. The manuscript was edited by Richard G. Decker, associate in secondary curriculum.

Gordon E. Van Hooft
Chief, Bureau of
Secondary Curriculum Development

William E. Young
Director, Curriculum Development Center
ORGANIZATION OF ADVANCED PLACEMENT COURSES

Introduction

The courses in Latin described in this publication are college-level courses, designed for students who are gifted in foreign language study and who intend to seek advanced placement in the college freshman year by taking the Advanced Placement Examinations given by the College Entrance Examination Board. It is recommended that these courses be offered as part of a six-year sequence in the language although it is recognized that the Latin IV Advanced Placement Course may be offered as part of a shorter sequence of study.

In specifying college-level courses in Latin, it must be realized that no single pattern exists among colleges for such courses either in content or expectations. Although the content requirements expressed in the Advanced Placement Program: Course Descriptions, College Entrance Examination Board, 1964, are quite specific for Latin IV, each school still has the responsibility of determining the means to achieve the goals of the course. Because the content is more flexible for Latin V, individual schools have an even greater responsibility in the organization of such a course. The Department has prepared this statement to assist schools in planning these courses.

The secondary schools may wish to develop college-level courses for gifted students, whether the students intend to seek advanced placement in college by taking the examination given by the Advanced Placement Program of the College Entrance Examination Board, or whether they are seeking enrichment of their high school studies. Qualified pupils should be encouraged to take the APP examination. It is advisable, also, that they ascertain the policy of the college of their choice in regard to accelerated or advanced placement programs. The fact that a high school student has completed a year's work in an advanced course in the high school does not necessarily mean that a college will grant advanced placement or college credit to the student. It is to be noted that the examination part of the Advanced Placement Program is open to any student, whether or not he has taken a special course. However, unless he has had a special course or equivalent advanced study, he is unlikely to do well on the examination. School personnel who are interested in the Advanced Placement Program should consult Advanced Placement Program: Course Descriptions, mentioned above.

Selection of Students

The Advanced Placement Courses in Latin should be limited to students who have demonstrated a special aptitude for language and
who have the intellectual ability and maturity necessary for a
college-level course. It is generally estimated on a national basis
that the gifted constitute about 3 per cent of the enrollment in
the high schools. The percentage will vary with the type of com-
munity served by the school. Participation in the program pre-
supposes a better-than average control of the basic skills and a
keen interest in literature, the effective study of which involves
development of esthetic, perceptive, and specialized skill of a
high order.

It is important that identification and selection of the able
and ambitious pupil in Latin be made as early as possible, prefer-
ably by grade 7, and that they be encouraged to continue the study
of Latin through grade 12.

The problem of selection of students for Advanced Placement
Courses in Latin differs according to the curriculum of the indivi-
dual school. Those selected should be placed in a separate class
where they will proceed farther and gain a deeper insight and
comprehension of the Latin authors than students in the regular
class.

These students will have been recommended by the teachers who
know them, and their parents and counsellors will have considered,
besides ability and past achievement, the attendance record, health,
maturity, and adjustment of each.

In view of more important qualifications it seems inadvisable
to set a minimum in either IQ or grade average. Given a basic
competence, the student's enthusiasm and eagerness to take the
course are often good indications of the promising AP candidate.
Such eagerness indicates a conscious need and readiness for a more
challenging course of study. Often the student who has this readi-
ness will show evidence of it in other ways. He is likely to have
read widely and to know well certain of the classics. Where the
opportunities exist, he will have had contact with theatres, opera,
museums, lectures; he might be a collector of stereophonic record-

Selection of Teachers

A successful teacher of AP Latin must have strong qualifica-
tions, not only in the subject, but in personality and in a feeling
for personal relations as well. The teacher must be interested in
the program, the subject, and the students. He must have abundant
energy and endurance to match the needs and extra demands of such
students. He must be well grounded in Latin literature and in
ancient, and, more particularly, in Roman history, with the desire to
learn more and more. He should realize that there is no ceiling on
attainment and appreciation. He should have a thorough command of the Latin language, and, if possible, some knowledge of another foreign language as well. It is important that the teacher be given enough time to devote to the AP work without interference from other assignments, and the class should be kept as small as administratively possible. College-level studies involve more time and work for both teacher and class.

SUGGESTED COURSES OF STUDY IN LATIN

Grades 7-12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Four-Year Program</th>
<th>Six-Year Programs</th>
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<tbody>
<tr>
<td>7</td>
<td>-----</td>
<td>Latin I</td>
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<tr>
<td>8</td>
<td>-----</td>
<td>Latin I (cont'd)</td>
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<tr>
<td>9</td>
<td>Latin I</td>
<td>Latin II*</td>
</tr>
<tr>
<td>10</td>
<td>Latin II*</td>
<td>Latin III (Prose or poetry; or prose and poetry)</td>
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<tr>
<td>11</td>
<td>Latin III (Prose or poetry; or prose and poetry)</td>
<td>Latin IV (AP)</td>
</tr>
<tr>
<td>12</td>
<td>Latin IV (AP)</td>
<td>Latin V (AP)</td>
</tr>
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</table>

NOTES:
1. The content of Latin III is at the discretion of the local school within the confines of the New York State Syllabus for Latin.
2. Students who participate in AP in grade 11 should be strongly advised to continue with their Latin studies in Grade 12.
3. It is expected that students in AP Latin be scheduled in separate classes because of the depth and breadth of the works being studied.

*Regents examination
Administration of the Courses

Ideally the AP Latin sequence would start in the seventh grade and move with proper enrichment through the preparatory sequence to AP Latin IV and V. Schools offering only a four-year program can only offer Advanced Placement Latin IV. This course should not be confused with Latin IV, as described in the State syllabus for Latin.

The chart on the previous page shows what has been done in some schools to make possible the inclusion of AP courses in the curriculum. Such programming is, of course, much affected by local conditions. What may work for school A may not work for school B.

Tutorial programs have also been used successfully to afford candidates the opportunity to participate in AP where enrollments or local circumstances preclude a more suitable program. The exceptionally able and ambitious students are provided with extra assignments and tutorial help. However, it must be remembered that in this plan the work of the student must be given special attention by the teacher. Of course, in carrying out his college level assignments, the student will work to a great extent on his own initiative and responsibility. Naturally, to be successful, this arrangement requires frequent conferences between the teacher and the student. It also requires additional preparation by the teacher.

As indicated before, it is important that the teacher and the administration anticipate the need for devoting extra time to this course. Conference time should not be the gift of the teacher. In many schools, conference time replaces such non-teaching assignments as study-hall and cafeteria supervision. The teacher's schedule might well provide a period designated for conferences and the necessary extra preparation. This extra work should not be undertaken by the teacher unless his work load is otherwise lightened, or by the student who would be overloading his entire program.

Even with optimum programming conditions, advanced classes should be kept small as compared with most high school classes. It is suggested that registration for advanced placement courses in Latin be limited to a maximum of twenty students.

CONTENT AND METHOD

Objectives

The aims and content of advanced secondary school Latin courses, which are outlined below as Latin IV and Latin V, are in general conformity with those of corresponding courses taught in the freshman year in American colleges and universities. As in most courses in Latin beyond the elementary level, the basic requirement is
progress in the ability to read, understand, and interpret Latin literature in the original language supplemented by practice in composition. In addition, the student should be aware of the debt which Western civilization owes to the unique contributions of Roman civilization.

The appreciation of Latin literature calls for an understanding of how Latin writers obtain their effects. Analysis and study of style will accordingly be an integral part of the advanced work in both Latin IV and Latin V.

Advanced courses should also include: (1) the development of the understanding that a knowledge of Roman life and a comprehension of its literature are interrelated; (2) the cultivation of an awareness of classical influence upon later literature; (3) the development of the ability to write critical essays on topics relevant to Latin literature.

**LATIN IV**

The reading in Latin of Books I, II, IV, VI and either III or V or XII of the *Aenid* is required, as is a general knowledge of the remaining books, as read in translation. This course is viewed as including, in addition to the ability to translate, some appreciation of the *Aenid* as poetry, ability to read aloud and scan Latin hexameter verse, study of the ancient epic as a literary genre, and an acquaintance with Roman social, political, and literary history.

The Advanced Placement Examination will include sight passages for translation, passages for translation which may be presumed familiar, scansion, interpretation, and essay questions. Its exact content will, of course, vary from year to year.

**LATIN V**

Reading in any two of the following areas is required:

1. a substantial amount of prose drawn from two of the following: the philosophical works of Cicero, the writings of Livy, the works of Tacitus.
2. at least two Roman comedies, one each of Plautus and Terence.
3. a substantial amount of the lyric poetry of Catullus and Horace. For examination purposes it will be assumed that the following poems are familiar to the student: Catullus (as numbered in Mynors' *Oxford Classical Text*) 1, 2, 2b, 3, 4, 5, 7, 8, 9, 11, 13, 29, 31, 34, 39, 45, 46, 49, 50, 51, 62, 70, 72, 73,
75, 76, 84, 85, 86, 87, 92, 93, 95, 96, 101, 109;  
Horace, Odes, Book I, 1, 3, 4, 5, 9, 11, 14, 22, 23, 34, 37, 38; Book II, 3, 7, 10, 13, 14, 16, 22, 23, 25, 26, 27, 30; Book IV, 7. This is a minimal list of poems which the teacher is expected to supplement. Scansion of the following characteristic meters is expected: the Alcaic and Sapphic Strophes; the Elegiac Distich; Iambic Hendecasyllabic, Asclepiadean, Pherecratic, and Glyconic lines.

Some study of relevant aspects of the literary, political, and social background should be included.

The examination will include sight passages for translation, detailed criticism, and interpretation; scansion, and essay questions.

Development of Language Proficiency

Although Latin does not lend itself to the oral-aural method as readily as do the modern languages, and although oral proficiency is not one of the principal objectives in the study of Latin, there is nevertheless a definite place in the Latin class for oral-aural skills. Its constant use aids the direct understanding of the language without recourse to translation. This practice also will reinforce the realization that Latin was a language for communication between human beings. It is generally agreed that the involvement of motor responses, and of the auditory sense supplementing the visual, is a distinct aid to the learning process. Also, the sounds and rhythms of poetry and prose are best realized through oral-aural experience.

The following practices have been found helpful, whether the class has been instructed by traditional methods or otherwise: the writing of Latin from dictation, choral reading, the use of the tape recorder for reading and listening, oral dramatizations of Latin passages, oral Latin questions and answers on the text, and, of course, the habitual reading of Latin aloud in the classroom. It is recommended particularly that emphasis be given to the oral reading of oratory, including speeches in histories, and of poetry. Students at all levels should be required to learn memorable passages of Latin by heart for oral recitation.

If the school has a language laboratory, time spent there may be used to extend and enrich the work of the classroom. Tape recordings and other materials, secured from available sources or prepared by the teacher (time and facilities permitting), will enable the student to direct his own activities.
Reading and Literature

As has already been said, the basic aim in the AP program is to give the student ability to read thoroughly certain Latin authors in the original as a means of understanding them. The student must study them both in depth and breadth as he would at the college level.

*Depth* means a thorough knowledge of the text itself. Thus the student must understand the structure and style in order to study their relation to meaning and mood. If the author is a poet, the student must understand the meter and its effects, the use of words for the sake of sound and sense, and the poet's apparent reason for using a particular word or phrase.

One important and commonly used method of achieving this study in depth is the *explication de textes*. It is generally applied to certain key passages in a work. No *explication* should be assigned until the teacher has presented one or two as models for the pupils. Some, then, should be assigned as written work. Subsequently, pupils may be assigned different passages from time to time and asked to present an oral *explication*, with classmates taking notes.

An extended description of *explication de textes* is not necessary here, but the following summary suggests certain procedures and elements to be considered in the analysis of a passage.

The first step, preparatory to the actual *explication*, is to read the passage aloud with expression suitable for communicating the mood and illuminating the meaning. The *explication* itself can be thought of as falling into three divisions: relation of the selection to its context and general background; analysis of the emotions and ideas expressed; attention to the structure and the style so as to gain an appreciation and understanding of the whole selection.

Consideration of the text and background of the selection would include the title, date, type, and subject of the work. A statement about the author and his times should include only the information necessary to increase the comprehension of the selection.

The next phase, that is, the analysis of the emotions and ideas, requires attentive and minute examination of each sentence and almost each word. The reader first of all must understand the exact meanings of the words, phrases, and the sentence. He must seek to discover what is special in the language, the syntax, and, in the case of poetry, the versification. He must be aware of the use of figures of speech, and the symbolic use of objects and actions. In respect to words, the reader considers the possible choices among synonyms, the level of usage indicated, word relationships, and connotations. In addition he must ask himself how he must think of an idea or an emotion. From what viewpoint?
With what attitude? All this is a search for clues to the meaning, mood, emotions, and viewpoint of the writer.

In the final phase the structure and style are viewed with the intention of discovering their relation to the meaning and mood. This overall view, together with the previous analysis of the other elements, leads, then, to an impression of the whole selection.

_Breadth_ means bringing to bear pertinent information on the author's life, times, and thought, and the environmental factors of the time and place represented in the work itself. It also entails a familiarity with some other works by the same and other authors for the sake of comparison.

The works studied are among those Latin masterpieces which can most profitably be read in _depth_ and _breadth_. For example, in studying Vergil, the student must be conscious of the following points among others:

1. Vergil's place in the epic tradition
2. His place in the social and political scheme of Augustus
3. His relationship to Roman nationalism
4. His influence on the rest of world literature

There follow examples (necessarily brief) of the _depth_ and _breadth_ approach.

_Aeneid_ 1. (76-80) Aeolus fawns on Juno in his eagerness to show deference.

76 Aeolus haec contra: "Tuus, o regina, quid optes, explorare labor; mihi iussa capessere fas est."
77 Tu mihi quodcumque hoc regni, tu sce Iovemque concilias, tu das epulis accumbere divum nimborumque facis tempestatumque potentem."

_Breadth_

Reading in breadth is not generally confined to consideration of brief excerpts. However, for expediency, the passage quoted is used here to illustrate both breadth and depth.

The excerpt must be considered in relation to its immediate context, to the work as a whole, and perhaps to factors outside the work itself which might affect it.

For instance, Vergil, in preceding verses, has explained why Juno is persecuting Aeneas. The students should be aware that her personal grief and resentment are due to the impending destruction
of Carthage, the judgment of Paris, jealousy of Electra and the substitution of the Trojan Ganymede for her daughter, Hebe, as cup bearer of the gods. The discerning student will read Aeolus's speech in the light of the situation.

In their analysis, the teacher and students should discuss the debt which Vergil owes to Greek literature, particularly Homer. Homer's Odyssey, Book X, could be read with a view to comparing the story of Aeolus in this epic with that of Vergil's Aeneid.

Pursuing another aspect of breadth, reference could be made to literary figures throughout the years such as Dante, Shakespeare, Calderon, Tennyson, Giraudoux, and Kazantzakis who have availed themselves of the subject or theme.

In teacher a work of Cicero, e.g., De Amicitia, the following approaches might be borne in mind:

1. What makes the style attractive? How does it sustain interest?
2. Who are the historical characters mentioned?
3. The concept of friendship:
   a. What was it in Greek antiquity (e.g., in Homer, Plato, and Aristotle)?
   b. What was it according to the concepts of Epicurus and of the Stoics?
   c. How was it in Cicero's time?
   d. How has Cicero changed the Greek concept of friendship to make it more Roman (and perhaps thereby closer to the American concept)?

Depth

Vergil repeats the 'tu' sound in lines 76, 78, and 79. This figure, called anaphora, is used by the poet to heighten the impression of Aeolus' subservience to Juno. The use of mihi in lines 77 and 78 is a complete antithesis to the tu effect. Aeolus by his use of 'quodamque hoc regni' in line 78 is not belittling his empire, but emphasizing the fact that he owes it all to Juno. "Tu sceptra Iovemque concilias" means that Juno could make Jupiter deprive Aeolus of this empire at any time.

At first, students will not understand these techniques. They will need help from the teacher, and abundant practice, both written and oral, in discovering both depth and breadth for themselves. For the teacher, teamwork with members of other departments such as art, English, music, and social studies, can be of very great value.
Roman History and Culture

The vast panorama of classical studies cannot come within the vision of the secondary school student, but it is hoped that he will gain a view of some of its salient features. Classical philology, like the area studies recently initiated for contemporary cultures, has traditionally included geography, history, Greek and Roman antiquities, mythology, science, performing arts, archeology, graphic and structural arts, and the study of coins and inscriptions.

Though areas of special concentration will vary according to individual interests, each student should have an acquaintance with the major ancient literary currents. Appreciation and understanding will be aided by a general knowledge of the following: Greek and Roman mythology; the basic tenets of the main schools of Greek philosophy; social, economic, and political conditions from the first century B.C. through the first century A.D.; the geography of the Mediterranean; and the monuments and topography of Rome. For greater depth of understanding, it is desirable that some of these cultural and historical materials be integrated with the study of Latin from the beginning.

As the student's awareness of the totality of Roman culture develops, so too will his ability to read Latin writers intelligently and meaningfully. Readings and discussions should be based on the passages studied, so that the literature itself serves as a focal point for viewing classical culture as a whole.

ADVANCED PLACEMENT LATIN IN NEW YORK STATE

Teachers involved in or contemplating advanced placement work should refer to the booklet Advanced Placement in New York State: A Follow-up Study, published by the Division of Research in Higher Education of the State Education Department. The comments of students and teachers involved in AP and the statistics gathered concerning programs throughout the state can be helpful in establishing or modifying an advanced placement program.

The statistics below indicate that the percentage of increase in enrollment in AP Latin for the five-year period is higher than in the modern languages. (Although the figures are not given here, it is also higher than that in other subjects.)

A greater expansion of AP programs in Latin throughout the State will give the able students an opportunity to delve into the great literature in the Latin tongue, will increase the incentive for the study of the classics, and will encourage continued study of the classics beyond the secondary school.
<table>
<thead>
<tr>
<th>Year</th>
<th>French</th>
<th>German</th>
<th>Latin</th>
<th>Spanish</th>
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<tr>
<td>1964</td>
<td>425</td>
<td>27</td>
<td>170</td>
<td>168</td>
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<td>1963</td>
<td>300</td>
<td>43</td>
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<td>134</td>
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<tr>
<td>1962</td>
<td>286</td>
<td>57</td>
<td>42</td>
<td>72</td>
</tr>
<tr>
<td>1961</td>
<td>218</td>
<td>31</td>
<td>45</td>
<td>61</td>
</tr>
<tr>
<td>1960</td>
<td>161</td>
<td>38</td>
<td>20</td>
<td>65</td>
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</table>
Many of the books listed below are available in paper-backed editions. It is recommended that those interested in procuring books for themselves or their school libraries consult Paper-backed Books in Print and the list of available and inexpensive books which is published annually by The Classical World. The list below also contain some out-of-print works, some of which are still available and others which will be reappearing in new editions. Those works marked with an asterisk have been found to be especially helpful to students.

Books Recommended for Careful Reading

1. Vergil


* Mackail, J.W. Virgil and his meaning to the world today. New York. Longmans, Green and Co. 1925


Prescott, H.W. The development of Virgil's art. Chicago. Univ. of Chicago Press. 1927


2. Cicero, Livy, Tacitus


3. Catullus and Horace


4. Plautus and Terence


Books Recommended for Reference

1. Vergil


2. Cicero, Livy, Tacitus


   Rolfe, F.C. *Cicero and his influence*. New York. Longmans, Green. 1923


3. Catullus and Horace

   Campbell, A.Y. *Horace, a new interpretation*. London. Methuen. 1924


Duckett, E.S. *Catullus in English poetry.* Northampton, Mass. Smith College Classical Series. 1925

Harrington, K.P. *Catullus and his influence.* New York. Longmans, Green. 1923


Rand, E.K. *A walk to Horace's farm.* Boston. Houghton, Mifflin. 1930


Showerman, Grant. *Horace and his influence.* Franestown, N.H. Marshall Jones Co. 1914

Wheeler, A.L. *Catullus and the traditions of ancient poetry.* Berkeley. Univ. of California Press. 1934

4. Plautus and Terence


5. Literary History, Mythology, Classical Influence


* Frank, Tenney. *Life and literature in the Roman republic.* Berkeley. Univ. of California Press. 1957

* Gayley, C.M. *Classic myths.* Boston. Ginn. 1939


Post, L.A. *From Homer to Menander.* Berkeley. Univ. of California Press. 1951


Classical influences on English poetry. London. Allen and Unwin. 1951


6. History, Politics, Political and Social AntiquITIES


Cambridge ancient history, edited by S.A. Cook and others. Cambridge Univ. Press. Vols. 7-12. 1923-39


Grant, Michael. Roman history from coins. New York. Cambridge Univ. Press. 1958


Hill, G.F. Ancient Greek and Roman coins. Chicago. Argonaut. 1964


Maiuri, Amedeo. Pompeii. Novara, Italy. Istituto Geografico d'Agostini. 1951

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7. Additional miscellaneous works

Bovie, S.P. *Satires and epistles of Horace*. Chicago. Univ. of Chicago Press. 1959


8. Grammar and Composition


Bennett, C.E. *New Latin grammar*. Boston. Allyn and Bacon. 1918


Related Literature

It is recommended that the AP candidate become familiar with works of literature, other than Latin, which are closely related to this area of study. The following list contains a sampling from the Greek classics and masterpieces of modern literature. Most of these works are available in several editions, and teachers should refer to the sources mentioned at the beginning of the book list. The school librarian, members of the English department, and teachers of modern languages should also be consulted in selecting a particular edition.

1. Vergil

Calderón: *El mayor encanto, amor*. (Love, the greatest enchantment.)

Dante: *Divine Comedy*
Euripides: Medea; Trojan Women; Bacchae

Giraudoux: La Guerre de Troie n'aura pas lieu. (There will not be a Trojan war.)

Homer: Iliad; Odyssey

Kazantzakis: The Odyssey

Milton: Paradise Lost

Plato: Republic, Book X ("The Myth of Er")

Shakespeare: Troilus and Cressida

2. Cicero, Livy, Tacitus

Bacon: Essays

Corneille: Horace

Herodotus: History of the Persian War

Plato: Apology of Socrates; Crito

Polybius: History

Racine: Britannicus

Shakespeare: Coriolanus; Julius Caesar; Antony and Cleopatra

Thucydides: History of the Peloponnesian War

3. Catullus and Horace

Barnstone: Greek Lyric Poetry

Lattimore: Greek Lyrics

Lyric poems of Herrick, Waller, Burns, Wordsworth, Housman, etc.

4. Plautus and Terence

Giraudoux: Amphitryon 38; Tiger at the Gates

Jonson: Volpone: The Alchemist; and other comedies
Menander: *Dyskolos (The Bad-tempered Man)*

Molière: nearly all the comedies

Shakespeare: *Comedy of Errors; A Midsummer Night's Dream*
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International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60600

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The New American Library, 501 Madison Ave., New York, N.Y. 10022

New Directions, 333 Sixth Ave., New York, N.Y. 10014

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