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)
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee</td>
<td>2</td>
</tr>
<tr>
<td>Acknowledgment</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Latin I</td>
<td>8</td>
</tr>
<tr>
<td>Latin II</td>
<td>11</td>
</tr>
<tr>
<td>Advanced Latin</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>16</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td></td>
</tr>
<tr>
<td>Art and Archaeology</td>
<td>17</td>
</tr>
<tr>
<td>Atlases</td>
<td>17</td>
</tr>
<tr>
<td>Biography, History, and Social Life</td>
<td>17</td>
</tr>
<tr>
<td>Dictionaries and Reference Books</td>
<td>20</td>
</tr>
<tr>
<td>Fiction and Poetry with Classical Background</td>
<td>20</td>
</tr>
<tr>
<td>Films</td>
<td>21</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>22</td>
</tr>
<tr>
<td>Grammars</td>
<td>22</td>
</tr>
<tr>
<td>Helps</td>
<td>23</td>
</tr>
<tr>
<td>Latin Clubs</td>
<td>23</td>
</tr>
<tr>
<td>Literature in Translation</td>
<td>23</td>
</tr>
<tr>
<td>Maps</td>
<td>24</td>
</tr>
<tr>
<td>Museum materials</td>
<td>24</td>
</tr>
<tr>
<td>Mythology and Legends</td>
<td>24</td>
</tr>
<tr>
<td>Oral Latin</td>
<td>25</td>
</tr>
<tr>
<td>Periodicals</td>
<td>25</td>
</tr>
<tr>
<td>Projects and Realia</td>
<td>26</td>
</tr>
<tr>
<td>Readers</td>
<td>26</td>
</tr>
<tr>
<td>Records</td>
<td>27</td>
</tr>
<tr>
<td>Slides</td>
<td>27</td>
</tr>
<tr>
<td>Songs</td>
<td>28</td>
</tr>
<tr>
<td>Teaching Latin</td>
<td>29</td>
</tr>
<tr>
<td>Tests</td>
<td>30</td>
</tr>
<tr>
<td>Vocabulary cards</td>
<td>31</td>
</tr>
<tr>
<td>Word study</td>
<td>31</td>
</tr>
<tr>
<td>Publishers</td>
<td>32</td>
</tr>
</tbody>
</table>
COMMITTEE

Wallace H. Magoon
Ball State Teachers College
Muncie

Evelyn C. Seward, Editor
Columbus High School
Columbus

L. Grace Anderson, Chairman
Seymour High School
Seymour

Effie Douglas
Carroll High School
Flora

Eileen Johnson
Anderson High School
Anderson

Adelaide Earhart
Elkhart High School
Elkhart

Frances Seward
Washington-Clay High School
South Bend 17

Gertrude Ewing
Indiana State College
Terre Haute

Helen H. Wampler
Ben Davis High School
Indianapolis

M. Phillip Leamon, Indiana University
General Chairman and Editor

Clemens L. Hallman, State Dept. of Public Instruction
Consultant and Editor

H. B. Allman, Franklin College
Consultant
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, accom-
            paniment, manner, means, with certain
            prepositions, ablative absolute, respect, de-
            scription, 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, patronyms
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-
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.

BIBLIOGRAPHY

Art and Archaeology

Blake, Marion E. Roman Construction in Italy from Tiberius through the Flavians. Carnegie Institute of Washington, 1951.
Dicle, Philippe. 4000 Years under the Sea. Messner, 1954.
Hill, Mrs. Ida Carleton. Rome of the Kings. Dutton, 1925. (Archaeological setting for Livy.)
Maiuri, Massimo. Roman Painting. Skira.

Atlases


Biography, History, and Social Life


* The name and address of publishing companies cited may be found in the Indiana School Directory on pp. 270-274 of the 1961-1962 edition.
Burnell, F. Rome. Longmans, 1930.


Johnston, Mary. *Roman Life.* (Successor to Private Life of the Romans.) Scott Foresman, 1957.


Dictionaries and Reference Books

Fiction and Poetry with Classical Background
Atherton, Gertrude. Dido, Queen of Hearts. Liveright, 1929.
Shakespeare, W. *Anthony and Cleopatra*; *Coriolanus*; *Julius Caesar*. Cambridge Univ. Press.
Slaughter, F. G. *Road to Bithynia*. Doubleday, 1951.
——. *White Isle*. Doubleday, 1940.

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).


*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.
Shakespeare, W. *Anthony and Cleopatra*; *Coriolanus*; *Julius Caesar*. Cambridge Univ. Press.
Slaughter, F. G. *Road to Bithynia*. Doubleday, 1951.

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).


*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.

21
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.

Association 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)


Info Classroom: Ancient Greece, Ancient Rome (@82); 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).


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

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

Tutor Tha: 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

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.
Ave., Chicago 13, Ill.

**Helps**

Two publications of the American Classical League are espe-
cially 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**

Latin week bulletins. American Classical League.
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 else-
where 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. Dut-
ton, 1952 (Everyman's library).
 Homer. *Iliad*. Dutton, 1955 (Everyman's library).
 *Loeb Classical Library*. Individual volumes in Latin with English
 1, "Greek Literature"; Vol. 2, "Latin Literature." University
 of Wisconsin Press.
  *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: Gracia, 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

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

Oral Latin
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.
Walkie-Talkie Latin. Yale Book Co., 34 Butternut St., Toronto 6, Canada.

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

Periodicals
*Archaeology*, published quarterly in March, June, September, and December by the Archaeological Institute of America, 6 Washington 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.


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


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


26
Level II


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.


Songs

Flickinger, R. C. "Carmina Latina." R. C. Flickinger, 301 N. Capitol St., Iowa City, Iowa.
Flickinger, R. C. "Songs for the Latin Club."
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 3½) 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 De-
partment 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. PLL9: Little 
Boy Blue and The Little Red Hen is entirely in simple Latin. PLL9: 
Snow White and the Seven Dwarfs is more advanced, with vocabu-
larly help and comments in English.

Latine Loquimur series consists of dialogues in Latin inter-
spersed 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., Su-
perior, Wis. EMC's Appella Me series for beginners follows the 
pattern of the Quis Sum series. Each tape has two 15-minute pro-
grams 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 dra-
matic presentations of the great events in Roman history with narra-
tion 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, Friese 
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

Agard, F. B., and Dunkel, H. B. An Investigation of Second-


1929.
Recent Guides and Courses of Study


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.


Latin Curriculum Guide. Lorain Public Schools, Lorain, Ohio, 1959. (Much attention to background material.)


* * *

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.

Word Study
Funk, Wilfred, and Lewis, Norman. 30 Days to a More Powerful Vocabulary. Pocket Books.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Growth and Structure of the English Language</td>
<td>Jespersen, Otto</td>
<td>Macmillan</td>
<td>1955</td>
</tr>
<tr>
<td>Latin Words of Common English</td>
<td>Johnson, E. L.</td>
<td>Heath</td>
<td>1931</td>
</tr>
<tr>
<td>Word Power Made Easy</td>
<td>Lewis, Norman</td>
<td>Doubleday</td>
<td>1949</td>
</tr>
<tr>
<td>The Foundations of English</td>
<td>Myers, E. D.</td>
<td>Macmillan</td>
<td>1940</td>
</tr>
<tr>
<td>How To Build a Better Vocabulary</td>
<td>Nurnberg, M. W., and Rhodes, W. T.</td>
<td>Prentice-Hall</td>
<td>1949</td>
</tr>
<tr>
<td>The Story of Language</td>
<td>Pel, Mario</td>
<td>Lippincott</td>
<td>1949</td>
</tr>
<tr>
<td>Picturesque Word Origins</td>
<td>Myers, E. D.</td>
<td>Merriam</td>
<td>1933</td>
</tr>
<tr>
<td>Latin Words in Current Use</td>
<td>Regenos, G. W.</td>
<td>Classical Journal</td>
<td>Vol. 48, No. 3, December, 1952</td>
</tr>
<tr>
<td>Latin through English</td>
<td>Valentine, Charles W.</td>
<td>St. Martin's</td>
<td>1946</td>
</tr>
<tr>
<td>Romance of Words</td>
<td>Weckley, Ernest</td>
<td>Dutton</td>
<td>1946</td>
</tr>
<tr>
<td>Word Ancestry</td>
<td>American Classical League</td>
<td>Service Bureau</td>
<td>1939</td>
</tr>
</tbody>
</table>

Publishers

- Allyn and Bacon, Inc., 150 Tremont St., Boston 11, Mass.
- 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.
- Coward-McCann, Inc., 210 Madison Ave., New York 16, N. Y.
- Thos. Y. Crowell, 432 Fourth Ave., New York 16, N. Y.
- Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.
- Dial Press, Inc., 361 Fourth Ave., New York 16, N. Y.
- Dodd, Mead and Co., 432 Fourth Ave., New York 16, N. Y.
- Doubleday and Co., Garden City, N. Y.
- E. P. Dutton and Co., 300 Fourth Ave., New York 10, N. Y.
- Farrar, Straus, and Cudahy, 101 Fifth Ave., New York 3, N. Y.
- Funk and Wagnalls Co., 360 Lexington Ave., New York 17, N. Y.
- Harper Bros., 49 E. 33rd St., New York 16, N. Y.
- Liveright Publishing Corp., 385 Fourth Ave., New York 16, N. Y.
- Lothrop-Lea Shephard Co., Inc., 419 Fourth Ave., New York 16, N. Y.

Macmillan Co., 60 Fifth Ave., New York 11, N. Y.
Thos. Nelson and Sons, 19 E. 47th St., New York 17, N. Y.
Oxford University Press, Inc., 417 Fifth Ave., New York 16, N. Y.
Penguin Books, 3300 Clipper Mill Road, Baltimore 11, Md.
Pocket Books, 630 Fifth Ave., New York 20, N. Y.
Prentice-Hall, 70 Fifth Ave., New York 11, N. Y.
G. P. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.
Rand McNally and Co., P. O. Box 7600, Chicago 80, Ill.
Random House, 457 Madison Ave., New York 22, N. Y.
Scott, Foresman and Co., 433 E. Erie St., Chicago 11, Ill.
Charles Scribner's Sons, 597 Fifth Ave., New York 17, N. Y.
Silver Burdette Co., Park Ave. and Columbia Road, Morristown, N. J.
Skira, Inc., 381 Fourth Ave., New York 16, N. Y.
St. Martin's Press, 175 Fifth Ave., New York 10, N. Y.
The Thrift Press, P. O. Box 85, Ithaca, N. Y.
University of Wisconsin Press, 811 State St., Madison 5, Wis.
Vanguard Press, 424 Madison Ave., New York 17, N. Y.
Viking Press, 18 E. 48th St., New York 17, N. Y.
Yale University Press, 143 Elm St., New Haven 7, Conn.