SECONDARY SCHOOL LATIN TEACHERS IN PRINCE GEORGE'S COUNTY, MARYLAND, COLLABORATED WITH THE FOREIGN LANGUAGE SUPERVISOR IN DEVELOPING THIS LATIN COURSE GUIDE DESIGNED TO ESTABLISH CLEARER PROGRAM OBJECTIVES, TO PRESENT BASIC CURRICULUM GUIDELINES FOR THREE LEVELS OF INSTRUCTION, AND TO ACT AS A SOURCE BOOK OF MATERIALS AND ACTIVITIES FOR PROGRAM ENRICHMENT AND OF PUBLICATIONS FOR TEACHERS IN CLASSICAL STUDIES. ACCENTING THE OBJECTIVES OF THE LATIN PROGRAM (READING, TRANSLATING, LEARNING DERIVATIVES, AND APPRECIATING THE CULTURAL HERITAGE), THE GUIDE SUGGESTS METHODS AND MATERIALS FOR TEACHERS. AN EXTENSIVE SECTION ON "LINGUISTIC LEARNINGS" INCLUDES THE REQUIREMENTS FOR EACH LEVEL IN PRONUNCIATION, GRAMMAR FORMS AND FUNCTIONS, AND VOCABULARY AND IDIOMS, AND A CHAPTER ON LATIN USED IN ENGLISH LISTS ABBREVIATIONS, WORDS AND PHRASES, AND DERIVATIVES. "CULTURAL LEARNINGS" DETAILS THE OBJECTIVES AND THE REQUIRED MINIMUM CULTURAL MATERIAL FOR EACH OF THE THREE LEVELS. THE REMAINDER OF THE GUIDE CONSISTS OF SOURCES OF AUDIOVISUAL MATERIALS, A DISCUSSION OF TESTS AND GRADING, SUGGESTED ACTIVITIES FOR STUDENTS, AND AN 18-PAGE BIBLIOGRAPHY OF REFERENCE WORKS, POLITICAL AND LITERARY HISTORIES, AND PEDAGOGICAL STUDIES.
FOREIGN LANGUAGE

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

WILLIAM S. SCHMIDT, SUPERINTENDENT
Copyright 1965 by the Prince George's County Board of Education.
In the Latin class, the student will learn much concerning his linguistic and cultural heritage - about the foundations of much of his native language, and about the origins of many modern political, aesthetic, and intellectual attitudes.
FOREWORD

Latin as a part of the modern secondary school curriculum offers an excellent opportunity to the able and interested pupil to broaden his intellectual horizon. The course of study is developed so that he will have the opportunity to learn much concerning the contributions of an ancient culture to modern civilization as well as something of his linguistic and cultural heritage.

The skills developed in the mastery of Latin will contribute to his understanding of the foundations of his own language and to his ability to analyze the origins of many of our modern attitudes. Experience in translation will provide the opportunity for growth in vocabulary and in understanding of his own language.

Contributions of the Graeco-Roman heritage to western civilization are a significant source of intellectual stimulation. Learning to think analytically in terms of his modern world in comparison to this advanced ancient culture will offer a challenge to the pupil.

The time and effort of the Latin teachers and Mrs. Dora F. Kennedy, Supervisor of Secondary Education, have resulted in this most comprehensive bulletin. They are to be commended for the excellence of these efforts which have contributed to the on-going program of curriculum development in our county. I feel sure that this course of study will do much to unify our instruction in this field.

William S. Schmidt
Superintendent of Schools
PREFACE

Curriculum development in the field of foreign language offers a challenge to each individual involved in the process. The updating of methodology and the new insights into ways of learning have had an impact on the foreign language program which has resulted in an increasing awareness of more effective ways of teaching.

Developing a curriculum guide which will properly delineate the field to be covered in teaching a foreign language is not an easy task. The opportunity offered to our teachers in the field of Latin has been excellently received and has resulted in the development of a guide which is a credit both to them and to Prince George's County.

If the guide serves as an aid and a guide to the teacher in doing a more effective job of planning and instructing pupils in this area, it will have served its purpose.

The ideas and materials included in the guide have been developed from the classroom experiences of the individuals involved in its preparation. It is hoped that it will prove to be of value to the Latin teachers of Prince George's County and in consequence to the pupils we serve.

Edward S. Beach, Jr.
Director of Curriculum and Inservice Training
INTRODUCTION

The teachers of Latin in the secondary schools have the opportunity to offer a unique challenge to the pupils in their classrooms. Understanding the contributions of the Graeco-Roman heritage to our modern civilization will be a means of developing greater appreciation of the foundation of our language and the origin of many of our modern political, aesthetic, and intellectual attitudes.

Foreign language is an important segment of our overall high school program to those pupils whose programs of study indicate a need for proficiency in this area. It also offers the opportunity for development of skill and abilities in handling another language which will make possible understanding and appreciation of cultures different from our own.

The teachers who contributed their time, effort, and experience to developing the guide are to be commended for the excellence of their efforts. It is hoped that it will make possible a greater degree of understanding of our program and the opportunities offered to our pupils in this area.

George H. Robinson
Assistant Superintendent of Schools
Secondary Education
ACKNOWLEDGEMENTS

This course guide is the work of the Latin teachers of Prince George's County. Each teacher, in collaboration with the supervisor of foreign languages, has made a specific contribution to the total effort. Special acknowledgement is given to these teachers, whose names are listed below, together with their schools and the areas of their major contribution.

Miss Maria Cascio - Northwestern High School

Cultural Learnings
Bibliographies

Mrs. Eulalie Dillon - Bladensburg Senior High School

Preliminary Planning

Mr. Leo Finegan - Northwestern High School (deceased)

Vocabulary
Activities
Tests

Mr. Charles Issing - High Point High School

Pronunciation
Grammar

Miss Lucia Johnson - Oxon Hill Senior High School

Grammar

Mrs. Irene McGibbon - formerly, Suitland Senior High School (retired)

Audio-visual materials
Bibliographies
Activities

Mrs. Helen Mensch - Northwestern High School

Lesson Plan
Mrs. Dora F. Kennedy - Supervisor of Secondary Education in Foreign Languages

Philosophy and Objectives
Methods and Materials
Grammar
Derivatives
Over-all editing and compilation

Recognition is also given to Mr. Ernest Wackwitz for the illustrations.

Appreciation is expressed to Mr. William S. Schmidt, Superintendent of Schools, and to Mr. George Robinson, Assistant Superintendent for Secondary Schools. Their continuing awareness of the place of Latin in a modern curriculum is recognized.

The publication of this guide is made possible by the Board of Education of Prince George's County.

[Signature]
Dora F. Kennedy
Supervisor of Secondary Education
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PART I

INTRODUCTION

Ab initio...
INTRODUCTION

Use of This Guide

The purpose of this guide is to establish the direction and objectives of the Latin program in the secondary schools of Prince George's County, and to present a basic curriculum for each level of instruction.

In addition, it is intended as a source book of materials and activities for the enrichment of instruction, and of professional publications for teachers in the field of classical studies.

It is recommended that teachers read carefully the sections dealing with philosophy and objectives, methods and materials, linguistic learnings, cultural learnings, and evaluation, and that they plan the year's work in keeping with the content of these sections, keeping in mind the abilities and needs of their students.

Other sections of the guide should be used for reference as desired.

As the Latin teachers use this guide, it is hoped that they will submit suggestions for its improvement and refinement.
PART II

PHILOSOPHY AND OBJECTIVES

OF

THE LATIN PROGRAM

Quō vādimus...
PHILOSOPHY AND OBJECTIVES OF THE LATIN PROGRAM

The study of Latin is offered to the interested and able student at the senior high school level as an opportunity to broaden his linguistic knowledge and as an introduction to an ancient culture which has made a significant contribution to western civilization.

The principal skill to be developed in the teaching of Latin is the reading skill, since this language is not one which is spoken today.

Concurrent with the development of the reading skill is the teaching of the technique and art of translation. Through the process of translation the student is led to look upon his own language analytically and from a different frame of reference. Hence he gains a deeper insight into the structural characteristics of his native language.

Since approximately fifty to seventy-five per cent of English words are derived from Latin, the learning of Latin contributes to the enrichment of the student's English vocabulary.

Many of our academic students will be eventually involved in professional fields, in which they will be required to speak and write creatively concerning various aspects of subject matter, and even to edit the writings of others. Experience in translation and the study of derivatives help to equip the student with a more sophisticated set of linguistic skills which may lead him to achieve greater power and precision in English usage.

Although the linguistic aspects of the study of Latin are of greater significance to the pupil, Latin also contributes to general education in the
sense that it provides an opportunity to examine closely the highlights of the
Graeco-Roman civilization and its relationship to today's world.

A summary of the objectives of the Latin course follows.

To read and understand Latin of moderate difficulty.

To have first-hand experience in reading classical authors.

To express the thought of an original classical text in good English, being able to explain the syntactical relationships in the Latin sentence, and to perceive differences in structure between the two languages.

To acquire an extensive knowledge of word elements, such as roots, prefixes and suffixes which operate in the English language.

To acquire an appreciation for the Graeco-Roman heritage.

Scope

A two-to-three year sequence is offered in the senior high schools, beginning in grade 10. If only a two-year course is contemplated by the student, he is encouraged to begin at grade 11.

Students who are in the third year of a modern foreign language may begin Latin at grade 11, as a second foreign language.

Guidance

The Latin teachers and guidance counsellors of each senior high school should be familiar with the publications given below.


Modern Foreign Languages and the Academically Talented Student. National Education Association
The FL Program and the Classical Languages. FL Program policy, PMLA, September 1956, part 2. Modern Language Association

Public Secondary Education in Maryland. Maryland State Department of Education

What about Latin? American Classical League
PART III

METHODS AND MATERIALS

Modus operandi...
METHODS

Phonology

Although oral communication is not the principal aim in the study of Latin today, it must be remembered that Latin was once speech. Pronouncing accurately and hearing correct pronunciation enables the student to differentiate forms and words more keenly. Therefore, it is expected that the student pronounce the language correctly, and read it orally without hesitation. The classical pronunciation is employed.

Morphology and Syntax

Latin is a highly inflected language; it depends on word endings, not on word order, to convey meaning. Since English is a word-order language, having lost most of its inflectional endings, the English-speaking beginner in Latin must be gradually led to the realization that there can be other arrangements of words, different from the patterns of his native language. He must memorize the possible endings of nouns, adjectives, and verbs, and learn to analyze Latin sentences to determine how the various elements in them are related to one another. He must be taught to render their meaning in English correctly expressed. The student must also be trained to describe these relationships, using the accepted terminology. These analyses, considerations, and descriptions are part of the large area in language learning called grammar.

Vocabulary

Vocabulary ranks with morphology and syntax as a factor in the development of proficiency in reading Latin. Constant attention must be
given to building vocabulary throughout the sequence of levels.

Reading and Writing

Since reading in most languages is a process by which meaning is gleaned from printed or written symbols which represent sounds, teachers of first-year Latin should read Latin aloud frequently to their pupils, followed by pupil reading. The "sound image" of a word which the learner carries in his mind directly affects his reading of it and his ability to write it correctly. Whether or not the language is one which is now spoken is irrelevant with respect to this matter.

Teachers are also to help students achieve some degree of comprehension in reading Latin without conscious translation.

The writing of Latin reinforces the student's understanding of its forms and syntax. Throughout the sequence, exercises in translating from English to Latin are given. Teachers are urged to use dictation exercises from time to time. Guided Latin composition may be attempted with highly capable students in the third level.

Derivatives

Aspects of derivative study include the following:

Latin prefixes in English
Latin suffixes in English
Latin roots in English
Rules for spelling derivatives
Latin phrases and abbreviations used in English
The Use of Macrons

Assuming that correct pronunciation is taught, and that the students are aware of the distinction between long and short vowels, students need not be required to place macrons on the Latin words which they write, except in the following instances:

1. To distinguish between the nominative singular feminine and the ablative singular feminine.
   
   *casa - casā*

2. To distinguish between second and third conjugations:
   
   *vidēre - mittere*

3. To distinguish between dative and ablative plural, first and second declension, and the genitive singular, third declension.
   
   *puellīs and amīcīs - gentīs*

   (-īs may also be the accusative plural ending for third declension i- stems. collēs or collīs)

The Use of Recorded Exercises for the Teaching of Structures and Forms

The use of narrative type Latin recordings as enrichment, and as a device for enhancing the students' awareness and appreciation of the sounds of Latin is discussed in the AUDIO-VISUAL SECTION of this guide.

The present discussion is concerned with the use of oral drill for the teaching of grammar in the manner used in the modern languages. In considering this technique, the teacher should keep in mind two points: the principal aim of the study of Latin is not oral communication; conversely, since Latin is a language, its deepest roots are phonological. Hence,
although oral drill should not be so extensive and intensive as in the modern languages, it is a valid pedagogical device in the Latin class.

Oral practice helps to fix in mind forms and grammatical structure, and to achieve a higher point of facility and accuracy.

Oral practice need not be of the recorded type. The teacher should conduct rapid oral drill in class, in which he asks for quick reproduction of grammatical forms and short sentences or phrases. This kind of practice is particularly helpful in Levels I and II.

If the teacher organizes more formally the material mentioned in the above paragraph, so that each set of short sentences deals with one particular instructional point, with a minimum of vocabulary change, he has constructed a pattern drill. The teacher may choose to execute these drills "live," or he may pre-record them on tape for use with several classes. The tape recording would include: (1) directions to the students as to the type of forms or changes required; (2) presentation of the form to be modified or changed; (3) pause, at which time the student is to reply, (4) the correct answer for immediate reinforcement. Of course, recordings of tests do not include the last item. Such exercises may also require written responses provided the pause is long enough to enable the pupils to write. The teacher may stop the tape recorder after each item in order to achieve a longer pause.

The Latin teacher may wish to use the language laboratory from time to time in order to have better facilities for the taped drill material which he might have prepared. The scheduling of Latin classes for use of the laboratory
although oral drill should not be so extensive and intensive as in the modern languages, it is a valid pedagogical device in the Latin class.

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The Latin teacher may wish to use the language laboratory **from time to time** in order to have better facilities for the taped drill material which he might have prepared. The scheduling of Latin classes for use of the laboratory
on a weekly basis, however, is not justifiable in view of the objectives of the course.

In using recorded drills the teacher must be aware of the following important considerations:

1. He should be thoroughly familiar with the material on the tape.
2. The students' span of effective aural attention is not more than fifteen or twenty minutes at one time.
3. Recorded drill sessions should be followed by oral or written quizzes on the material which has been practiced. This feature should become an established part of the routine.
4. In contrast with the methodology in the modern languages, students should have the printed material before them when they begin a recorded pattern drill in Latin. After sufficient practice, the students must try to give the correct response without reference to the printed ms.
5. Since the basic aim is not automatic control of the language, but rather, more rapid recognition of forms and structures for reading comprehension, the time allotted to oral drill should be rather limited.
6. In preparing recorded drills, teachers should avoid the recitation of long lists requiring pupil responses. Drills should be in the form of short sentences or phrases.
The Use of Latin Classroom Expressions

Some teachers find that their students enjoy learning and using the Latin version of routine classroom expressions. This activity helps to provide a Latin atmosphere, and perhaps serves as a reminder that Latin was once a vehicle of oral communication in daily life.

Avête, discipuli ... Hello, students
Avē, magistra ... Hello, teacher
Avē (or) Salvē ... Hello (or) Greetings
Valē / Valête ... Goodbye
Adsum ... I am here
Quis hodiē abest? ... Who is absent today?
Hērī aeger (aegra) eram ... I was sick yesterday.
Hodiē bene valeo ... I feel fine today.
Quis est nomen tibi? What is your name?
Mihi nomen est Robertus Smith / My name is Robert Smith
Sedē / Sedête ... Sit down
Surge / Surgite ... Stand up.
Claude fenestram / ianuam ... Close the window / door.
Aperi fenestram / ianuam ... Open the window / door.
Aperīte / Claudīte librōs ... Open / Close your books.
Quid agis? ... How are you?
Quō modō tēcūm?) ... How are you?
Dēpōnite pennās ... Put down your pens.
Sumite chartās et pennās ... Take paper and pens.
Audī / Audīte ... Listen
Lege / Legite Anglicō ... Read in English
Latinē ... in Latin
Redde ... Translate
Chartās in mensam ponite ... Put your papers on the table.
Chartam tuam dā / Chartās vestrās dāte ... Give me your paper/papers.
Rēctē! ... Right!
Errāvistī! ... Wrong!
Bene! ... Good!
Optimē! ... Very good!
Iterum ... Again (or) Repeat!
Quaeso (or) Sī vīs, Sī vultis ... Please!
Gratīās tibi / vōbīs agō ... Thank you
Gratīās tibi (or) Gratīās agō ... Thanks
Ignosce / Ignoscite mihi ... Pardon me
Silēte et animos advertite ... Be quiet and pay attention!
Silentium! ... Quiet!
Quid nōbīs hodiernum pensum? ... What is the lesson for today?
Ad paginam--librōs aperiēte ... Turn to p.--in your books.
Ecquid interrogare vultis? ... Have you any questions?
Rem narrā ... Tell the story
Parāvistīne? ... Did you prepare your lesson?
Parāvī; non pārāvī ... Yes, No --- prepared my lesson.
Unā voce recitāte omnēs ... All say it together.
Suōs quisque errorēs corrigat ... Correct your own mistakes.
Chartās inter vos mutāte ... Exchange papers.
Quota hora est? ... What time is it?
Quid novī? ... What's new?
Quid reī est? ... What's the matter?
Examen atramentō scribe ... Write the test in ink.
Quid dīxistī? / interrogāvistī? ... What did you say / ask?
Pugillārēs aperīte ... Open your notebooks.
Ita ... Yes
Minimē ... Not at all.
Parvum examen ... quiz

***
For further discussion of methodology please refer to the Bibliographies of this guide: PEDAGOGY (GENERAL INFORMATION AND METHODOLOGY), subtopic: Books.

Homework

The successful study of Latin requires a high degree of discipline and a willingness to spend a reasonable amount of time in daily preparation of assignments. Students new to the subject should be made aware of this fact early in the school year. It is the students' responsibility to carry out the assignments as directed by the teacher.

It is the teacher's responsibility to:

1. outline at the beginning of the course the plan for the year, and what is expected of the students.

2. clarify homework requirements at all times.

3. explain grading procedures both at the beginning of the year and whenever necessary thereafter.
4. give assignments which are directly related to the classroom work, and which will contribute to the pupils' achievement in daily performance and on tests.

5. keep assignments at a reasonable length.

In addition to daily assignments, there should be long-range assignments of the project type, particularly in levels II and III.

It is preferable to write assignments on the board for students to copy. Long-range assignments might be given in printed form, with all details.
MATERIALS

The textbook is the main source of material for the Latin curriculum.

The basic texts used in the program are the following:

LEVELS I AND II

1. Latin for Americans - I and II  
   Ullman & Henry  
   Macmillan Company  
   60 Fifth Avenue  
   New York 11, N. Y.  
   (Key available)

2. First Year Latin and Second Year Latin  
   Jenney  
   Allyn and Bacon  
   Englewood Cliffs, New Jersey  
   (Teacher's manual available)

3. Latin, Our Living Heritage  
   Breslove, Hooper, Barrett  
   Charles E. Merrill Books, Inc.  
   Columbus 16, Ohio

LEVEL III

1. Latin, Our Living Heritage  
   Breslove, Hooper, Barrett  
   Charles E. Merrill Books, Inc.  
   Columbus 16, Ohio

2. Using Latin - III (Only in schools which now have)  
   Horn, Guumere  
   Scott, Foresman and Company  
   Fairlawn, New Jersey  
   (Guidebook and translation key for teacher available)

3. Latin for Americans - III  
   Ullman & Henry  
   Macmillan Company  
   60 Fifth Avenue  
   New York 11, N. Y.  
   (Key available)

Recommended for those cases in which a Level IV text is needed:

Fourth Year Latin
In Level I the student acquires sufficient vocabulary and grammatical structure to read Latin stories on Roman life and customs, mythology and classical heroes.

Through extended vocabulary and grammar study in Level II, the student is enabled to experience first-hand acquaintance with some Latin writers.

In Level III prose readings in Cicero and Sallust lead the student to consider the corrupting influences which led from the Republic to the Empire. The poetry of Ovid and, briefly, that of Virgil further acquaint the student with mythology previously encountered in Levels I and II.

The following aids should be used in the teaching of Latin:

- maps
- posters
- tape and disc recordings
- films, filmstrips, and slides
- reference works in mythology, history, and etymology

The AUDIO-VISUAL section and the BIBLIOGRAPHIES give names and sources for the aids listed above.

The following specific supplementary items are recommended for each Latin classroom as a minimum:

Maps

Italy, Growth of Roman Power (Denoyer-Geppert-B12)

Caesar's Gaul (Denoyer-Geppert-B15)

Pictorial Map of Mediterranean Mythology and Classical Literature (Denoyer-Geppert S36 al)
Dictionary

Cassell's Latin-English and English-Latin Dictionary  
(Funk & Wagnalls)

Derivative Text

Latin and Greek in Current Use  
Burris & Casson  
(Prentice-Hall, Inc.)

Reference Grammar

Bennett's New Latin Grammar  
Allyn & Bacon)

Mythology

Bulfinch's Mythology  
(Crowell publishers)

Classical Myths  
(Allyn & Bacon)

Recordings  
(discs - can be transferred to tape for durability)

Caesar - readings and commentary  
(Folkways)

Cicero - readings and commentary  
(Folkways)
A LESSON PLAN

The following lesson plan was prepared by one of our Latin teachers as a possible modus operandi for teaching Lesson XIV, Latin for Americans, Book I, pages 68-70. As a guide for a beginning teacher, it is in more detailed form than that which an experienced teacher might use.

The procedures described with regard to classroom organization and policy are not mandatory. However, the beginning teacher will profit from following such procedures and policies, particularly if he has not yet evolved a workable plan or organization of his own. Definiteness of organization and policy, and specific planning of all details are necessary for successful teaching.

Most class sessions in Latin involve:

- Review
- Presentation of new material
- Discussion and/or practice (drill) with and by the students
- Generalizations or rules elicited from students
- Writing of these rules by the students
- Application of rules by the students in exercises or quizzes

In addition, a translation lesson should include the oral reading of the Latin by the students. Oral reading should be continued in Level III in order to savor the beauty of the Latin language, as expressed by such writers as Cicero. Having passages merely translated denies the student the opportunity to develop his sense of appreciation for this language.

Analysis of forms should be incorporated into the lesson.
INTRODUCTION

I. Homework

A. Students receive a grade for their homework.

B. The homework need not be checked in class unless students have specific questions concerning it.

C. Students receive individual assistance with their difficulties in the form of comments and further explanations on each paper in accordance with the need reflected.

D. Teacher should not make specific corrections, but should require the student to make them where indicated, and to re-submit the paper.

II. English Word Studies

A. Students keep a notebook on English word studies.

1. The front portion of the notebook is devoted to English derivatives and has as its columnar headings the following:

<table>
<thead>
<tr>
<th>English Word</th>
<th>Meaning of</th>
<th>Use of Eng. word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of Speech / Definition / Latin Source Word / Latin Word / in short sentence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The back portion of the notebook is used for the listing of prefixes, suffixes, and roots, with their meanings.

3. In addition to the listing of prefixes, suffixes, and roots, with their meanings, the students have a section devoted to English words formed from Latin root words plus prefixes or suffixes. The columnar headings for this section are as follows:

<table>
<thead>
<tr>
<th>Latin Root</th>
<th>Prefix or Suffix and Meaning of def. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. Word</td>
<td>Dictionary</td>
</tr>
<tr>
<td>Part of Speech / Meaning / Meaning / English Word / English Word</td>
<td></td>
</tr>
</tbody>
</table>

B. Notebooks are to be checked periodically for progress and collected at designated dates for correction and grading.

1. Another type of check made is a quiz on the work which is scheduled to be in the notebooks by a specified time.
III. A Concomitant Activity

A. Students choose a suitable Latin word, on which they base a Latin word tree, with "parent" and "relative" branches. The root of the tree is the Latin word; the "parent" branches include Latin words of the same family; the "relative" branches are English words derived from the Latin words. Each student submits a project of this kind based on a different Latin word.
I. Background

A. Approximate time to be spent on the lesson is two class periods.

B. Material to be covered.

1. English word derivation
   a. Based on new vocabulary of the lesson
   b. Use of Latin prefixes, ab- de-, ex-, in English word formation


3. Grammar
   a. Vocative case
      1. Its position in the sentence
   b. Prepositions of place: ab, de, ex

II. Objectives

A. To increase the students' English word power

B. To have students gain cultural knowledge of Roman life and customs

C. To have students understand the use and formation of the vocative in Latin, and to strengthen understanding of the use of direct address in English.

D. To fix firmly in the students' minds the exceptional vocative singular of -us and -ius nouns.

E. To enable students to differentiate without hesitation the meanings of ab, de, ex.

F. To clarify the use of the ablative case with prepositions of place, ab, de, ex.

G. To make clear the use of ō, ē before a word beginning with a consonant, and ab, ex, before a word beginning with a vowel.
III. Procedures

A. First day

1. Introduce new vocabulary
   a. Students pronounce each Latin word after the teacher and observe its meaning.

2. English word studies based on new vocabulary
   a. Students define English derivatives given in the test and explain the derivation of each.
      (Students orally follow the procedure used in their English derivative notebooks. See Introduction, II A.1.)
   b. Students suggest additional derivatives
   c. Teacher writes on the board additional derivatives to be added to students' notebooks: captivity, mobile, remove, single, singularity, revoke.

3. Grammar study: vocative case
   a. Teacher has two or three students go to the board and write several Latin proper names
      (Note: The teacher has placed on the board beforehand model sentences illustrating the vocative case. These examples are covered by a wall map.)
   b. Teacher asks other students to go to the board and write the Latin for: girls, daughter, boy, slaves, comrade, comrades (nominative case forms).
      The model sentences are the following:
      1. Claudia, portā aquam.
      2. Vōcā amicum tuum, Mārce.
      3. Nonne cenam parāvistis, puellae?
      4. Filia, movē praedam.
      5. Movē carrum, puer.
      6. Servī, pecuniam non merēbitis.
      7. Socii, captivōsne spectāvistī?
      8. Socii, spectāte.
   c. The teacher reveals the model sentences and calls upon students to translate them.
ADVERBS - FORMS AND FUNCTIONS

LEVEL II

(Continue as in Level I, with addition of new adverbs as vocabulary items)
PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL II

(Review all prepositions presented in Level I)

GOVERNING ABLATIVE CASE

Similar to Level I

cum appended to personal pronouns of first and second person,
singular and plural, and reflexive, in ablative of accompaniment

See NOUNS - FUNCTIONS - LEVEL II for uses of the ablative case to
be presented at this level.

GOVERNING ACCUSATIVE CASE

adversus or adversum

circiter

cis

citrā

ergā

extrā

infra

intra

iūxtā

praeter

prope

propter

suprā

ultrā

versus
GOVERNING ACCUSATIVE CASE (continued)

*versus* follows noun it governs

See NOUNS - FUNCTIONS - LEVEL II, for uses of accusative case to be presented at this level.

PREPOSITIONS AS PREFIXES
NOUNS - FORMS

LEVEL III

(Review of all forms taught in Level I and II)

DECLENSIONS

Ablative singular of ignis (ignī)

Accusative plural endings in third declension (īs - ēs)

Accusative singular of turris (turrīm)

Ending-ubus (dative and ablative)

quercus

tribus

arcus

lacus (possible)

Dative and ablative of bōs

Greek nouns

Indeclinable nouns-fās

Nouns in more than one declension

vās

plēbs

Sponte (ablative of an obsolete nominative)
NOUNS - FUNCTIONS

LEVEL III

(Review of functions taught in Level I and II)

NOMINATIVE CASE

Subject of historical infinitive

GENITIVE CASE

Adjectives

proprius

communis

Indefinite value

Materials and composition

Measure

Objective genitive

Subjective genitive

Verbs

accusing, acquitting, condemning

interest

memini

miseret

oblīvīscor

rēfert

reminīscor

paenitet

piget
NOUNS - FUNCTIONS

LEVEL III

GENITIVE CASE (continued)

pudet

taedet

DATIVE CASE

Special verbs (See VERBS-FUNCTIONS - Level II)

ACCUUSATIVE CASE

Exclamation

Asking, requesting, teaching, concealing (Two accusatives)

Impersonal verbs

Middle voice

Prepositions

Proprior and proximus

Respect and degree

ABLATIVE CASE

Attendant circumstance

Apposition with locative case

Deponents

opus est

Prepositions

Price

Route

AGREEMENT
ADJECTIVES - FORMS

LEVEL III

(Review all forms presented in Levels I and II)

CORRELATIVE ADJECTIVES

alius . . . alius
aliī . . . alīī
alter . . . alter
tālis . . . quālis
tantus . . quantus
tot . . . quot

INDEFINITE ADJECTIVE

quisquam

NUMERALS

Distributives

singulī, etc.

VOCATIVE

Of meus

ADJECTIVES - FUNCTIONS

LEVEL III

(Review all functions presented in Levels I and II)

ACCUSATIVE with ADJECTIVES

propior - proximus

ADJECTIVE with ADVERBIAL FORCE
ADJECTIVES - FUNCTIONS

LEVEL III

ADJECTIVE DENOTING A PART

summus
medius

AGREEMENT

Of predicate adjective or participle with compound subject

COMPARISON

Lacking positive degree

propior - proximus
prior - primus

DEMONSTRATIVES

iste )
)
hic ) difference in use
)
ille )
PRONOUNS - FORMS

LEVEL III

(Review all forms presented in Levels I and II)

INDEFINITE FORMS

quispiam
quisquis
quivis
quilibet

PRONOMINAL ADJECTIVES

see ADJECTIVES - FORMS - Level II

PRONOUNS - FUNCTIONS

LEVEL III

(Review all functions presented in Levels I and II)

AGREEMENT

Demonstrative and relative pronouns with compound antecedents

GENITIVE CASE

As objective genitive

mei

nostrum

vestrum

As genitive of the whole

nostrum

vestrum
PRONOUNS - FUNCTIONS

LEVEL III

RELATIVE

Causal clauses
Concessive clauses
Descriptive clauses
Purpose clauses
Result clauses
VERBS - FORMS

LEVEL III

(Review of verb forms of Level I and II)

FREQUENTATIVE VERBS

IMPERATIVE

Of deponent verbs

INCEPTIVE VERBS

INFINITIVE

Future passive

SUPINE

VERBS - FUNCTIONS

LEVEL III

(Review of all functions taught in Level I and II)

AGREEMENT

DEPONENT VERBS

ūtor, potior, fruor, fungor, vēscor (governing ablative case)

FREQUENTATIVE VERBS

Meaning of term

jactō

cursō

IMPERATIVE

Of deponent verbs
VERBS - FUNCTIONS
LEVEL III

INCEPTIVE VERBS

Meaning of term
tremescō

INDICATIVE

"future-more-vivid" conditional sentence
Epistolary tenses
Tense use with jam diū
Perfect system of verbs like cognōscō

INFINITIVE

Historical
Future passive
fore
futurum esse

SUBJUNCTIVE

Dependent Clauses
contrary-to-fact condition
"future-less-vivid" condition
clauses of proviso
dum
modō
dum modō
SUBJUNCTIVE (continued)

clauses of doubt, hindrance, prevention

negative expressed or implied
introduced by quīn

implied indirect discourse

Independent clauses

direct questions

exclamatory
deliberative

wishes (optative)

utinam
present subjunctive with future meaning
imperfect subjunctive with present meaning
past perfect subjunctive with past meaning

Negative Commands (prohibitive)

nē + present or perfect subjunctive

fore ut ... fúturum esse ...
VERBS - FUNCTIONS

LEVEL III

SUPINE (continued)

dictū
factū
visū
no direct object

VERBS GOVERNING GENITIVE

Accusing, condemning
Acquitting
Forgetting
Impersonal verbs
Remembering

(See NOUNS-FUNCTIONS - Level III)
ADVERBS - FORMS

LEVEL III

(Review all forms taught in Levels I and II)

ADVERBS WITH -IM ENDING

statim

paulatim

ADVERBS - FUNCTIONS

LEVEL III

(Review all functions taught in Levels I and II)

ACCUSATIVE CASE

prīdiē  

postrīdiē  

propius  

proximē  

used like prepositions

GENITIVE OF THE WHOLE

parum

satis

partim

prīdiē ejus dieī and postrīdiē ejus dieī

NUMERAL ADVERBS

Semel
PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL III

(Review all prepositions presented in Levels I and II)

GOVERNING ABLATIVE CASE

tenus

See NOUNS - FUNCTIONS - LEVEL III, for uses of accusative case to be presented at this level.

GOVERNING ACCUSATIVE CASE

Similar to levels I and II

propior, propius and proximus, proximē used as prepositions

PREPOSITIONS AS ADVERBS

ante

contrā

post

PREPOSITIONS AS PREFIXES
CONJUNCTIONS

LEVELS I, II AND III

DEFINITIONS

TYPES

Coordinate

Correlative

Subordinate

for conjunctions introducing subordinate clauses, see VERBS, Levels I, II and III.

See VOCABULARY for conjunctions to be learned at each level

INTERJECTIONS

See VOCABULARY I, II and III.

ENCLITICS

See VOCABULARY I, II and III.
SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

Starred items are intended for Levels II - III

Adjective
Adverb
Agreement
*Anacoluthon
Antecedent
Antepenult
Apposition
Appositive
*Archaism
*Assonance
*Asyndeton
Case
Clause
Comparison
Complementary infinitive
Conjugation
Conjunction
Consonant
Declension
Demonstrative
SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

Derivative
Diphthong
Expletive
Gender
Gerund
Gerundive
*Hellenism
*Hysteron proteron
Imperative
Indefinite
Independent clause
Indicative
Infinitive
Intensive
Interjection
Mood
Noun
Number
Object
Participle
Parts of speech
Penult
SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

*Periphrasis
Person
Phrase
*Pleonasm
*Polysyndeton
Predicate
Predicate adjective
Predicate noun
Prefix
Preposition
Principal parts
Pronoun
Reflexive
Relative
Sentence
Stem
Stress
Subject
Subjunctive
Subordinate
Suffix
SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

*Supine
Syllable
Syntax
Tense
*Tmesis
Verb
Vocative
Voice
Vowel
*Zeugma
VOCABULARY AND IDIOMS

Nouns
Adjectives
Pronouns
Verbs
Prepositions
Conjunctions
Adverbs
Interjections
Enclitics
### BASIC VOCABULARY and IDIOMS for LEVEL I
(Starred items are in the Jenney texts only)

#### NOUNS

##### First Declension

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>agricola (m)</td>
<td>19.</td>
<td>Graecia</td>
<td>38.</td>
<td>praemia</td>
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<tr>
<td>2.</td>
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<td>20.</td>
<td>gratia</td>
<td>39.</td>
<td>praesidium</td>
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<td>3.</td>
<td>aqua</td>
<td>21.</td>
<td>hora</td>
<td>40.</td>
<td>praemium</td>
</tr>
<tr>
<td>4.</td>
<td>Britannia</td>
<td>22.</td>
<td>inuria</td>
<td>41.</td>
<td>prænum</td>
</tr>
<tr>
<td>5.</td>
<td>casa</td>
<td>23.</td>
<td>inopia*</td>
<td>42.</td>
<td>Rhenus</td>
</tr>
<tr>
<td>6.</td>
<td>causa</td>
<td>24.</td>
<td>insula</td>
<td>43.</td>
<td>servus</td>
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<tr>
<td>7.</td>
<td>cōpia</td>
<td>25.</td>
<td>Italia</td>
<td>44.</td>
<td>signum</td>
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<td>8.</td>
<td>cōpiae</td>
<td>26.</td>
<td>lingua</td>
<td>45.</td>
<td>socius</td>
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<td>9.</td>
<td>dea</td>
<td>27.</td>
<td>memoria</td>
<td>46.</td>
<td>spatium</td>
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<tr>
<td>10.</td>
<td>diligentia</td>
<td>28.</td>
<td>nātura</td>
<td>47.</td>
<td>tēlum</td>
</tr>
<tr>
<td>11.</td>
<td>fābula</td>
<td>29.</td>
<td>nauta (m)</td>
<td>48.</td>
<td>vallum</td>
</tr>
<tr>
<td>12.</td>
<td>fāma</td>
<td>30.</td>
<td>poena</td>
<td>49.</td>
<td>vir</td>
</tr>
<tr>
<td>13.</td>
<td>filia</td>
<td>31.</td>
<td>poēta (m)</td>
<td>50.</td>
<td></td>
</tr>
</tbody>
</table>
LEVEL I

NOUNS

Third Declension
(masculine)

1. Caesar
2. cīvis
3. collis*
4. cōnsul
5. dolor*
6. dux
7. eques*
8. explōrātor*
9. fīnes
10. finis
11. frater
12. homō
13. hostis
14. ignis
15. imperātor
16. mīles
17. mōns
18. nēmō
19. ōrdō
20. pater
21. pedēs*
22. pēs
23. pōns
24. prīnceps
25. rēx
26. timor*

(feminine)

1. aestās
2. altitūdō*
3. auctōritās
4. caedes*
5. celeritās
6. civitās
7. cohors*
8. condiciō
9. cōnsuētūdō*
10. difficultās*
11. hiems
12. laūs*
13. legiō*
14. lēx
15. libertās
16. lūx
17. magnitūdō*
18. māter
19. mēns*
20. mors
21. mulier
22. multitūdō*
23. nāvis
24. nox
25. örātiō
26. pars
27. pāx
28. potestās
29. ratiō
30. salūs
31. servitūs*
32. turris*
33. urbs
34. virtūs
35. vis

Fourth Declension

1. adventus*
2. cornū*
3. domus (f)
4. exercitus
5. impestus
6. manus (f)
7. passus*
8. senātus

Fifth Declension

1. acīēs*
2. diēs (m&f)
3. fidēs*
4. rēs
5. spēs
### LEVEL I

#### ADJECTIVES

**First & Second Declensions**

<table>
<thead>
<tr>
<th>1. aequus</th>
<th>41. sacer</th>
<th>sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. altus</td>
<td>42. sinister*</td>
<td>septem</td>
</tr>
<tr>
<td>3. amicus</td>
<td>43. summus</td>
<td>octo</td>
</tr>
<tr>
<td>4. amplus*</td>
<td>44. suus</td>
<td>novem</td>
</tr>
<tr>
<td>5. barbarus</td>
<td>45. tantus*</td>
<td>decem</td>
</tr>
<tr>
<td>6. bonus</td>
<td>46. tardus*</td>
<td>undecem</td>
</tr>
<tr>
<td>7. certus</td>
<td>47. timidus</td>
<td>duodecim</td>
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<tr>
<td>8. clārus</td>
<td>48. tuus</td>
<td>vigintī</td>
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<td>9. crēber*</td>
<td>49. ūllus</td>
<td>centum</td>
</tr>
<tr>
<td>10. cupidus*</td>
<td>50. vērus</td>
<td>ducentī ae a</td>
</tr>
<tr>
<td>11. dexter*</td>
<td>51. vester</td>
<td>mille</td>
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<tr>
<td>12. ēgregius</td>
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<td>13. finitimus</td>
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<td>14. firmus</td>
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<td>15. grātus</td>
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<td>16. idōneus*</td>
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<td>17. imperitus*</td>
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<tr>
<td>18. inimicus</td>
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<tr>
<td>19. inīquus*</td>
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<td>20. integer</td>
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<tr>
<td>21. lātus</td>
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<td>22. īber ībera īberum</td>
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<tr>
<td>23. longus</td>
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<td>24. magnus</td>
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<td>25. malus</td>
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<td>26. medius</td>
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<td>27. meus</td>
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<td>28. miser</td>
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<td>29. multus</td>
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<td>30. noster</td>
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<td>31. nōtus</td>
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<td>32. novus</td>
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<tr>
<td>33. nūllus</td>
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<tr>
<td>34. parvus</td>
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<tr>
<td>35. pauci -ae -a</td>
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<tr>
<td>36. perītus*</td>
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<td></td>
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<tr>
<td>37. proximus</td>
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<td>38. públicus</td>
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<td></td>
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<tr>
<td>39. pulcher</td>
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<tr>
<td>40. reliquus</td>
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</tr>
</tbody>
</table>

**Third Declension**

| 1. ācer | 41. sacer | sex          |
| 2. brevis* | 42. sinister* | septem       |
| 3. celer | 43. summus | octo         |
| 4. communis | 44. suus | novem        |
| 5. difficilis | 45. tantus* | decem        |
| 6. dissimilis | 46. tardus* | undecem      |
| 7. equester* | 47. timidus | duodecim     |
| 8. facilis | 48. tuus | vigintī      |
| 9. fortis | 49. ūllus | centum       |
| 10. gravis | 50. vērus | ducentī ae a |
| 11. levis | 51. vester | mille        |

**Ordinals**

| 1. prīmus    | 11. ācer  | sex          |
| 2. secundus | 2. brevis* | septem       |
| 3. tertius  | 3. celer | octo         |
| 4. quārtus | 4. communis | novem        |
| 5. sextus* | 5. difficilis | decem        |
| 6. septimus* | 6. dissimilis | undecem      |
| 7. octāvus* | 7. equester* | duodecim     |
| 8. nōnus* | 8. facilis | vigintī      |
| 9. decimus* | 9. fortis | centum       |
| 10. ācer  | 10. gravis | ducentī ae a |

**PRONOUNS**

| 1. aliquis*   | 11. ācer | sex          |
| 2. ego       | 2. brevis* | septem       |
| 3. hic       | 3. celer | octo         |
| 4. īdem      | 4. communis | novem        |
| 5. ille      | 5. difficilis | decem        |
| 6. ipse      | 6. dissimilis | undecem      |
| 7. īs        | 7. equester* | duodecim     |
| 8. quī       | 8. facilis | vigintī      |
| 9. quis      | 9. fortis | centum       |
| 10. -- suī | 10. gravis | ducentī ae a |
| 11. ī ī       | 11. levis | mille        |
# LEVEL I

## VERBS

### First Conjugation

1. amō
2. appāllō
3. appropinquō (dat)*
4. comparō*
5. cōnservō
6. convocō
7. dēmōnstrō
8. dō
9. ēvocō
10. ēxistimō
11. expugnō
12. exspectō
13. habītō
14. hortor*
15. imperō (dat)
16. īūdicō
17. labōrō
18. līberō
19. locō*
20. narrō
21. nāvigō
22. negō*
23. nūntiō
24. occūpō
25. oppugnō*
26. pācō*
27. parō
28. portō
29. postulō*
30. properō
31. pugnō
32. putō
33. rogō
34. servō
35. spectō
36. spērō
37. superō
38. temptō*
39. vocō
40. vulnerō

### Second Conjugation

1. audeō*
2. commoveō
3. contineō
4. dēbeō
5. dēleō
6. docēō
7. habeō
8. iubeō
9. maneō
10. meneō
11. moveō
12. noceō (dat)
13. obtineō
14. pāreō (dat)*
15. pateō*
16. permoveō
17. persuādeō (dat)*
18. perterreō*
19. pertineō
20. prohibeō
21. prōvideō
22. respondēō
23. retineō
24. sedeō
25. studeō (dat)*
26. sustineō
27. teneō
28. terreō
29. timeō
30. vereō*
31. videō
32. gerō
33. iaciō
34. incendō*
35. incipīō
36. incolō
37. ādicitō*
38. ānstrō
39. interclīdō
40. interficiō
41. intermittō
42. mittō
43. ostendō
44. patior*
45. pellō
46. perdūcō*
## LEVEL I

### VERBS

**Third Conjugation**

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>47.</td>
<td>petō</td>
</tr>
<tr>
<td>48.</td>
<td>pōnō</td>
</tr>
<tr>
<td>49.</td>
<td>praeficiō</td>
</tr>
<tr>
<td>50.</td>
<td>praemittō</td>
</tr>
<tr>
<td>51.</td>
<td>premō</td>
</tr>
<tr>
<td>52.</td>
<td>prōcēdō</td>
</tr>
<tr>
<td>53.</td>
<td>prōdūcō</td>
</tr>
<tr>
<td>54.</td>
<td>prōpōnō</td>
</tr>
<tr>
<td>55.</td>
<td>quaerō</td>
</tr>
<tr>
<td>56.</td>
<td>rapiō</td>
</tr>
<tr>
<td>57.</td>
<td>recipiō</td>
</tr>
<tr>
<td>58.</td>
<td>reddō</td>
</tr>
<tr>
<td>59.</td>
<td>redūcō</td>
</tr>
<tr>
<td>60.</td>
<td>regō</td>
</tr>
<tr>
<td>61.</td>
<td>relinquō</td>
</tr>
<tr>
<td>62.</td>
<td>remittō</td>
</tr>
<tr>
<td>63.</td>
<td>resistō*</td>
</tr>
<tr>
<td>64.</td>
<td>scribō</td>
</tr>
<tr>
<td>65.</td>
<td>sequor*</td>
</tr>
<tr>
<td>66.</td>
<td>sūmō</td>
</tr>
<tr>
<td>67.</td>
<td>suscipiō</td>
</tr>
<tr>
<td>68.</td>
<td>trādūcō</td>
</tr>
<tr>
<td>69.</td>
<td>vincō</td>
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</table>

**Fourth Conjugation**

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>conveniō</td>
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<tr>
<td>3.</td>
<td>impediō</td>
</tr>
<tr>
<td>4.</td>
<td>mūniō</td>
</tr>
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<td>5.</td>
<td>perveniō</td>
</tr>
<tr>
<td>6.</td>
<td>sciō</td>
</tr>
<tr>
<td>7.</td>
<td>sentiō</td>
</tr>
<tr>
<td>8.</td>
<td>veniō</td>
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</table>

**Irregular Verbs**

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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>adsum</td>
</tr>
<tr>
<td>3.</td>
<td>dēsum*</td>
</tr>
<tr>
<td>4.</td>
<td>eō*</td>
</tr>
<tr>
<td>5.</td>
<td>ferō*</td>
</tr>
<tr>
<td>6.</td>
<td>fiō*</td>
</tr>
<tr>
<td>7.</td>
<td>Inferō*</td>
</tr>
<tr>
<td>8.</td>
<td>inquit</td>
</tr>
<tr>
<td>9.</td>
<td>mālō*</td>
</tr>
<tr>
<td>10.</td>
<td>nōlō*</td>
</tr>
<tr>
<td>11.</td>
<td>oportet*</td>
</tr>
<tr>
<td>12.</td>
<td>possum</td>
</tr>
<tr>
<td>13.</td>
<td>praesum</td>
</tr>
<tr>
<td>14.</td>
<td>sum</td>
</tr>
<tr>
<td>15.</td>
<td>volō*</td>
</tr>
</tbody>
</table>
LEVEL I

PREPOSITIONS
1. ë, ab
2. ad
3. ante
4. apud
5. cum
6. dé
7. ë, ex
8. in
9. in
10. inter
11. per
12. post
13. pró
14. propter *
15. sine
16. tràns

IDIOMS
1. À dextrō cornū *
2. Bellum gerere *
3. Castra movēre *
4. Castra pōnere
5. Grātiās agere (dat)
6. In fugam dare *
7. In mātrimōnium dūcere *
8. In summō monte *
9. Iter facere *
10. Milī passūs *
11. Òrātioñem habēre
12. Plūrimum posse *
13. Poenam dare
14. Prīmā lūce *
15. Proelium committere
16. Proximō diē *
17. Quam prīnum *
18. Rēs frūmentāria *
19. Rēs mīlitāris *
20. Rēs pūblica
21. Sē recipere *
22. Sub monte *

CONJUNCTIONS
1. ac
2. atque
3. aut
4. aut...aut
5. autem
6. cum
7. enim *
8. et
9. et...et
10. itaque
11. nam
12. ne *
13. nec (neque)
14. neque...neque
15. quandō *
16. -que
17. quod
18. sed

ENCLITICS
1. -ne
2. -que
3. -cum

INTERJECTIONS
1. ecce
2. iō
### LEVEL I

**ADVERBS**

| 1. | aëriter | 41. | etiam |
| 2. | adhuc * | 42. | facile |
| 3. | aegrē * | 43. | felíciter * |
| 4. | aequē * | 44. | ferē * |
| 5. | aliās * | 45. | foris * |
| 6. | alibi * | 46. | fortasse * |
| 7. | aliquidō * | 47. | forte * |
| 8. | aliter * | 48. | fortiter * |
| 9. | altē | 49. | frūstrā * |
| 10. | amplē * | 50. | grātē |
| 11. | angustē | 51. | graviter |
| 12. | ante | 52. | heri * |
| 13. | anteā * | 53. | hic * |
| 14. | atrociter * | 54. | hinc * |
| 15. | audacēter * | 55. | hodiē * |
| 16. | bene (melius, optima) | 56. | hūc * |
| 17. | benignē * | 57. | iam |
| 18. | bis * | 58. | ibi |
| 19. | breviter * | 59. | illū * |
| 20. | celeriter | 60. | inde * |
| 21. | certē | 61. | interim |
| 22. | circā * | 62. | ita |
| 23. | circiter * | 63. | itaque |
| 24. | circum * | 64. | item * |
| 25. | clam * | 65. | iterum * |
| 26. | clarē | 66. | iūstē |
| 27. | constanter * | 67. | lātē |
| 28. | cotidie * | 68. | lentē |
| 29. | crēbrē * | 69. | leviter |
| 30. | cūr | 70. | liberē |
| 31. | deinde * | 71. | longē * |
| 32. | diligenter * | 72. | malē * |
| 33. | dīrē * | 73. | maximē |
| 34. | dū * | 74. | minimē |
| 35. | domī * | 75. | mox |
| 36. | domum * | 76. | nē * |
| 37. | eccc * | 77. | nōn |
| 38. | eō * | 78. | numquam |
| 39. | edem * | 79. | nunc |
| 40. | ergō * | 80. | olim * |
| 81. | optimē |
| 82. | parum * |
| 83. | paulō |
| 84. | post * |
| 85. | posteā |
| 86. | prīdem * |
| 87. | prīmō |
| 88. | prīmum * |
| 89. | prius * |
| 90. | prope * |
| 91. | prōisperē * |
| 92. | proximē * |
| 93. | prūdenter * |
| 94. | pulchrē * |
| 95. | pūblīcē |
| 96. | quam * |
| 97. | quasi * |
| 98. | quondam |
| 99. | saepe |
| 100. | satis |
| 101. | semper |
| 102. | sic |
| 103. | sicut * |
| 104. | simul * |
| 105. | statim * |
| 106. | subitō * |
| 107. | suprā * |
| 108. | tam * |
| 109. | tamquam * |
| 110. | tandem * |
| 111. | tantum * |
| 112. | tardē |
| 113. | tum |
| 114. | tunc * |
| 115. | ubi |
| 116. | ubique * |
| 117. | unā * |
| 118. | vehementer * |
| 119. | velōciter * |
| 120. | verē * |
| 121. | vix |
### Nouns

#### First Declension

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<table>
<thead>
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<tr>
<td>1.</td>
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<td>2.</td>
<td>angustiae</td>
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<td>3.</td>
<td>aquila</td>
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<tr>
<td>4.</td>
<td>custodia</td>
</tr>
<tr>
<td>5.</td>
<td>fiducia</td>
</tr>
<tr>
<td>6.</td>
<td>incola</td>
</tr>
<tr>
<td>7.</td>
<td>industria</td>
</tr>
<tr>
<td>8.</td>
<td>insidia</td>
</tr>
<tr>
<td>9.</td>
<td>litterae, -arum</td>
</tr>
<tr>
<td>10.</td>
<td>materia</td>
</tr>
<tr>
<td>11.</td>
<td>perfidia</td>
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<tr>
<td>12.</td>
<td>perfuga</td>
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<tr>
<td>13.</td>
<td>porta</td>
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<tr>
<td>14.</td>
<td>praeda</td>
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<tr>
<td>15.</td>
<td>pugna</td>
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<td>16.</td>
<td>ripa</td>
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<tr>
<td>17.</td>
<td>tenebrae</td>
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<td>18.</td>
<td>vigilia</td>
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#### Second Declension

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<td>1.</td>
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<td>3.</td>
<td>cibus</td>
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<tr>
<td>4.</td>
<td>colloquium</td>
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<tr>
<td>5.</td>
<td>detrimentum</td>
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<tr>
<td>6.</td>
<td>gladius</td>
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<tr>
<td>7.</td>
<td>hiberna, -orum</td>
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<tr>
<td>8.</td>
<td>inimicus</td>
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<tr>
<td>9.</td>
<td>iugum</td>
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<tr>
<td>10.</td>
<td>fumentum *</td>
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<tr>
<td>11.</td>
<td>mandatum</td>
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<tr>
<td>12.</td>
<td>nuntius</td>
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<tr>
<td>13.</td>
<td>pabulum</td>
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<tr>
<td>14.</td>
<td>pagus</td>
</tr>
<tr>
<td>15.</td>
<td>perfugium</td>
</tr>
<tr>
<td>16.</td>
<td>pilum</td>
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<tr>
<td>17.</td>
<td>praefectus</td>
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<tr>
<td>18.</td>
<td>remus</td>
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<tr>
<td>19.</td>
<td>saxum</td>
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<tr>
<td>20.</td>
<td>scutum</td>
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#### Third Declension

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<td>21.</td>
<td>stipendium</td>
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<td>22.</td>
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<td>23.</td>
<td>vadum</td>
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<tr>
<td>24.</td>
<td>ventus</td>
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<tr>
<td>25.</td>
<td>verbum</td>
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<tr>
<td>26.</td>
<td>vicus</td>
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#### Fourth Declension

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<td>1.</td>
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<td>2.</td>
<td>commeatus</td>
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<tr>
<td>3.</td>
<td>conventus</td>
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<tr>
<td>4.</td>
<td>cruciatus</td>
</tr>
<tr>
<td>5.</td>
<td>discensus</td>
</tr>
<tr>
<td>6.</td>
<td>equitatus</td>
</tr>
<tr>
<td>7.</td>
<td>eventus</td>
</tr>
<tr>
<td>8.</td>
<td>gradus</td>
</tr>
<tr>
<td>9.</td>
<td>magistratus</td>
</tr>
<tr>
<td>10.</td>
<td>occasus</td>
</tr>
<tr>
<td>11.</td>
<td>portus</td>
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<tr>
<td>12.</td>
<td>usus</td>
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#### Fifth Declension

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<tr>
<td>1.</td>
<td>facies</td>
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<tr>
<td>2.</td>
<td>meridies, (m)</td>
</tr>
<tr>
<td>3.</td>
<td>planitiis</td>
</tr>
<tr>
<td>4.</td>
<td>speciés</td>
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</tbody>
</table>
LEVEL II

ADJECTIVES

First & Second Declensions

1. angustus
2. apertus *
3. aptus *
4. asper, -era, -erum
5. bini
6. commodus
7. continuus
8. defessus
9. dubius *
10. editus
11. maritimus
12. matrus
13. non nullī, -ae, -a
14. nullus
15. plenus
16. plerique
17. posterus
18. propinguus
19. repentinus
20. saucius *
21. singularī
22. solus
23. summus
24. supermus
25. ternī
26. totus
27. tūtus
28. ūllus

Third Declension

1. alacer
2. citerior
3. declivis
4. incolumis
5. ine-mis
6. inferior, -ius
7. infirmus
8. quālis
9. recēns, -entis
10. singulāris
11. superior
12. turpis
13. utīlis, inutilis
14. vetus, vēteris
15. superior
16. uter
17. uterque

Pronominal Indefinite

Adjectives

1. alius
2. alter
3. aliqui *
4. neuter
5. qui
6. quidam
7. quisquam
8. quisque
9. uter
10. uterque

VERBS

First Conjugation

1. aedificō
2. arbitror
3. auxilior
4. clāmdō
5. collocō
6. commendō
7. cōnor
8. dēcertō
9. dīmico
10. explōrdō
11. mandō
12. moror
13. perturbationō
14. dēspērō
15. populō
16. probō
17. sollicitō
18. sublevō
19. suspicor
20. vagor
21. vāstō
22. adhibeō
23. augeō
24. impleō *
25. invidē
26. obsideō
27. placeō
28. polliceor
29. tueor
30. videor
VERBS

Third Conjugation

1. accidit
2. adiungō
3. adverto *
4. afficiō
5. aggradior
6. animadvertō
7. attingō
8. aufugiō
9. cadō
10. caedo
11. cerno
12. claudō
13. côṇfligō
14. côniungō
15. cônssequor
16. cônspicīō
17. corrumpō
18. currō
19. dēdō
20. dēficiō
21. désérō
22. dēspiciō *
23. dīripiō
24. dispersgō
25. dīvido
26. efficiō
27. effugīō
28. ēgredior
29. ēripiō
30. ērumpō
31. ēvertō
32. exclūdō *
33. faciō
34. frangō
35. fruor *
36. fugiō
37. inciō
38. inclūdō

Irregular

1. adeō
2. afferō *
3. coepī
4. conferō
5. constat
6. dēferō
7. dēsum
8. eō
9. exeō
10. ferō
11. fiō
12. inō
13. Ínferō
14. Ínsto
15. intereō
16. interest
17. intersum
18. mālō
19. nōlō
20. òdī
21. oportet
22. redeō
23. stō
24. transeō
25. volō

Fourth Conjugation

1. adorior
2. comperīō
3. expediō
4. orior
5. reperiō *
## PREPOSITIONS

1. adversus
2. circum
3. contrā
4. ob
5. prope
6. sub
7. suprā

## ADVERBS

1. bis
2. eō
3. frūstrā
4. hīc
5. hinc
6. húc
7. inde
8. magis
9. multum
10. noctū
11. parum *
12. paulātim
13. paulum
14. plērumque
15. plürimum
16. plūs
17. postrīdiē
18. prīdiē
19. procul
20. repente
21. semel
22. sīc
23. simul
24. subitō
25. ter
26. ubique *
27. undique

## IDIOMS *

1. aciem instruere
2. ancoram tollere
3. bellum cōnficere
4. bellum īnferre *
5. certiōrem facere *
6. cōnsilium capere *
7. eōdem fērē tempore
8. fāma est
9. iās est
10. grātiās agere *
11. grātiam habēre *
12. in animō habēre
13. integrīs vīribus
14. locus aequus
15. magnō usu esse
16. multa mīlia passuum *
17. multō diē *
18. nāvem dēducere
19. nāvem solvere *
20. necesse est
21. nefās est
22. novīs rēbus studēre
23. nudātus dēīnsōribus
24. opus est *
25. paucīs ante annīs
26. post diem tertium
27. posterō diē
28. praeter opinionem
29. sē cōnferre *
30. sē referre *
31. signō datō
32. terrā marīque
33. turpe est
34. vulneribus cōnfectus

* Only starred idioms are essential. Teach others for enrichment.
LEVEL II

CONJUNCTIONS

1. an
2. antequam
3. at
4. cum primum
5. cum...tum
6. dōnec
7. etsī
8. namque
9. neque enim
10. nē...quidem
11. nēve or neu
12. nōn modo...sed etiam
13. nōn sōlum...sed etiam
14. posteāquam
15. postquam
16. priusquam
17. propterēā quod
18. quamquam
19. quasi
20. quia
21. quīn
22. quīn etiam
23. quō
24. quod sī
25. quō minus
26. quoad
27. sīve or seu
28. tam...etsī
29. tam...quam
30. ut - utī
31. ut - ita
32. utrum
33. vel
34. vel...vel

INTERJECTIONS

1. ēheu
2. heu
3. ő

ENCLITICS

1. -ne...-ne
2. -ve...-ve
### BASIC VOCABULARY AND IDIOMS FOR LEVEL III

#### NOUNS

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<td>crīmen</td>
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<td>culpa</td>
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<tr>
<td>23.</td>
<td>cūra</td>
</tr>
<tr>
<td>24.</td>
<td>consilīōs</td>
</tr>
<tr>
<td>25.</td>
<td>cūria</td>
</tr>
<tr>
<td>26.</td>
<td>cursus</td>
</tr>
<tr>
<td>27.</td>
<td>custōs</td>
</tr>
<tr>
<td>28.</td>
<td>dignitās</td>
</tr>
<tr>
<td>29.</td>
<td>domicilium</td>
</tr>
<tr>
<td>30.</td>
<td>exilium</td>
</tr>
<tr>
<td>31.</td>
<td>exitus</td>
</tr>
<tr>
<td>32.</td>
<td>fātum</td>
</tr>
<tr>
<td>33.</td>
<td>fax</td>
</tr>
<tr>
<td>34.</td>
<td>ferrum</td>
</tr>
<tr>
<td>35.</td>
<td>flāgitium</td>
</tr>
<tr>
<td>36.</td>
<td>flamma</td>
</tr>
<tr>
<td>37.</td>
<td>frequentia</td>
</tr>
<tr>
<td>38.</td>
<td>frūctus</td>
</tr>
<tr>
<td>39.</td>
<td>fūrtum</td>
</tr>
<tr>
<td>40.</td>
<td>glōria</td>
</tr>
</tbody>
</table>

#### ADJECTIVES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>acerbus</td>
</tr>
<tr>
<td>2.</td>
<td>aeger</td>
</tr>
<tr>
<td>3.</td>
<td>aeternus</td>
</tr>
<tr>
<td>4.</td>
<td>aliqua</td>
</tr>
<tr>
<td>5.</td>
<td>āmēns</td>
</tr>
<tr>
<td>6.</td>
<td>antiquus</td>
</tr>
</tbody>
</table>
LEVEL III

PRONOUNS
1. aliquot
2. iste
3. quícumque
4. quisquam
5. únusquisque

VERBS
1. accidiō
2. agitō
3. âmittō
4. aperiō
5. carēō
6. cēnseō
7. commemorō
8. comprehendo
9. cōnsiderō
10. crēscō
11. cūrō
12. ēmō
13. décernō
14. decet
15. démonstro
16. doceō
17. doleō
18. dormiō
19. exerceō
20. exigō
21. experior
22. expōnō
23. exstínquō
24. fallō
25. fateor
26. fidō
27. flagrō
28. fingō
29. guadeō
30. haereō
31. indicō
32. inquam
33. insidior
34. latēō
35. licet
36. mereor
37. mollīō
38. monstrō
39. morior
40. multō
41. mútō
42. nāscor
43. nesciō
44. negō
45. nōscō
46. notō
47. oportet
48. optō
49. ōrō
50. patefaciō
51. perdō
52. pereō
53. plācō
54. poscō
55. potior
56. praetereō
57. reddō
58. ruō
59. sānō
60. serviō
61. sinō
62. soleō
63. spoliō
64. statiō
65. subeō
66. sūmō
67. surgō
68. tollō
69. torqueō
70. tractō
71. ulciscor
72. versor
73. vetō
74. vivō
75. voveō

PREPOSITIONS
1. tenus

CONJUNCTIONS
1. antequam
2. ergō
3. et-enim
4. igitur
5. immō
6. nisi
7. priusquam
8. quamquam
9. quamvis
10. quia
11. quoniam
12. sive
13. tametsī
14. vērum

ADVERBS
1. adhūc
2. aliquandō
3. audācter
4. hodiē
5. libenter
6. nimis
7. nūper
8. palam
9. penitus
10. praesertim
11. praetereā
12. protecit
13. potissimum
14. potius
15. sōlum
16. sponte
17. vehementer
LEVEL III

IDIOMS *

1. adducere in iudicium
2. dare poenas (supplicium)
3. frequentis senatus
4. hester-ō diē
5. hodiernō diē
6. iam)
7. diū)
8. īūs īūrandum
9. memoriā teneō
10. multō magis
11. non sōlum (modo)
12. operaē pretī-īm est
13. post hominem
14. post urbem conditam
15. praemīōs eum affecit
16. pretio sollicitāre
17. punctum temporis
18. quā dē causā
19. quae cum ita sint
20. quaerere ab eō
21. quam ob rem
22. quem ad modum
23. sed etiam
24. sumere peonas (supplicium) de
25. tenēre eōs captōs
26. videor mihi vidēre

INTERJECTIONS

1. ēn
2. hercule
3. mehercule
4. mehercle

ENCLITICS

1. -ā or āh
2. -ce or -c
3. -ne...an
4. -que...-que

* Not all of the idioms listed occur in Using Latin - Book III. Teach only those needed.
THE ORATION (Level III)

Divisions
- Deliberative
- Demonstrative
- Juridical

Parts
- Introduction
- Statement of the Case
- Division
- Proof
- Rebuttal
- Peroration

Qualities
- Delivery
- Disposition
- Expression
- Invention
- Memory

Styles
- Asiatic
- Rhodian
- Attic
RHETORICAL DEVICES

LEVELS II AND III

Most of the terms given below should be presented in Level III. Starred items may be introduced in Level II.

*Alliteration

Analogy

*Anaphora

Anticlimax

*Antithesis

*Chiasmus

Climax

*Euphemism

*Hyperbaton

Hyperbole

Irony

*Litotes (understatement)

Metaphor

Metonymy

Onomatopoeia

Oxymoron

Parallel structure

Paronomasia

Periodic structure

Personification
Rhetorical Devices

Levels II and III

Praeteritio

Rhetorical questions

Simile

Prosody - Level III

Terms

Acatalectic
Arsis
Caesura
Catalectic
Dactyl
Diaeresis
Distich
Elision
Hexameter
Hiatus
Ictus
Mara
Pentameter
Spondee
Synapheia
Synizesis
Systole
PROSODY - Level III

Thesis

'Trochee

VERSIFICATION

Difference between English and Latin

Meter and its variations

Quantity of syllables

Scansion

READINGS IN LATIN

See CULTURAL LEARNINGS for types of materials to be read at each level.
PART V

LATIN USED IN ENGLISH

Verbatim ac litteratim...
LATIN USED IN ENGLISH

This section presents three salient features of the role of Latin in modern English vocabulary. These features are Latin abbreviations; Latin words and phrases used in English; and the prefixes, suffixes and roots in English words derived from Latin.

Throughout the levels of instruction the teacher must bring constantly to the attention of students the three features mentioned above. Instruction in these areas must be regularly and objectively planned. Memorization of the common Latin abbreviations and expressions should be required. Famous Latin mottoes should be studied, as well as Latin-derived names of persons and places.

Understanding of the prefixes, suffixes and roots of English words derived from Latin must be a goal throughout all levels. The linguistic skills involved in analysis of Latin-based English words, as to form and nuances of meaning, should be carefully developed.

An awareness of historical factors which may have influenced meanings of particular words and expressions should also be fostered. Generalizations concerning the spelling of English derivatives, and for anglicizing Latin words should be presented.

The lists on the following pages are far from exhaustive; they are provided merely as a source of some of the more common abbreviations, expressions, prefixes, suffixes and roots to be taught in a three-year Latin course.
The Latin textbook is an acceptable source for class derivative work.

In addition the following books are recommended:


<table>
<thead>
<tr>
<th>ABBREVIATION</th>
<th>LATIN</th>
<th>ENGLISH DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.B.</td>
<td>Artium Baccalaureus</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>A.D.</td>
<td>Anno Domini</td>
<td>in the year of our Lord</td>
</tr>
<tr>
<td>ad inf.</td>
<td>ad infinitum</td>
<td>to infinity</td>
</tr>
<tr>
<td>ad int.</td>
<td>ad interim</td>
<td>in the meantime</td>
</tr>
<tr>
<td>ad lib.</td>
<td>ad libitum</td>
<td>as desired</td>
</tr>
<tr>
<td>a.m.</td>
<td>ante meridiem</td>
<td>before noon</td>
</tr>
<tr>
<td>A.R.</td>
<td>Anno regni</td>
<td>in the year of the reign</td>
</tr>
<tr>
<td>A.U.C.</td>
<td>Ab urbe condita</td>
<td>from the founding of the city</td>
</tr>
<tr>
<td>d.</td>
<td>denarius</td>
<td>penny</td>
</tr>
<tr>
<td>D.D.</td>
<td>Divinitatis Doctor</td>
<td>Doctor of Divinity</td>
</tr>
<tr>
<td>D.F.</td>
<td>Defensor Fidei</td>
<td>Defender of the Faith</td>
</tr>
<tr>
<td>D.G.</td>
<td>Deo gratias</td>
<td>Thanks to God</td>
</tr>
<tr>
<td>D.V.</td>
<td>Deo volente</td>
<td>God willing</td>
</tr>
<tr>
<td>e.g.</td>
<td>exempli gratia</td>
<td>for example</td>
</tr>
<tr>
<td>et al.</td>
<td>et alii</td>
<td>and others</td>
</tr>
<tr>
<td>etc.</td>
<td>et cetera</td>
<td>and so forth</td>
</tr>
<tr>
<td>et seq.</td>
<td>et sequens</td>
<td>and the following</td>
</tr>
<tr>
<td>ibid.</td>
<td>ibidem</td>
<td>in the same place</td>
</tr>
<tr>
<td>id.</td>
<td>idem</td>
<td>the same</td>
</tr>
<tr>
<td>i.e.</td>
<td>id est</td>
<td>that is</td>
</tr>
<tr>
<td>in trans.</td>
<td>in transitu</td>
<td>on the way</td>
</tr>
<tr>
<td>ABBREVIATION</td>
<td>LATIN</td>
<td>ENGLISH DEFINITION</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>J.C.D.</td>
<td>Juris Civilis Doctor</td>
<td>Doctor of Civil Law</td>
</tr>
<tr>
<td>L.</td>
<td>liber</td>
<td>book</td>
</tr>
<tr>
<td>lb.</td>
<td>Libra or Librae</td>
<td>pound or pounds</td>
</tr>
<tr>
<td>l.c.</td>
<td>loco citato</td>
<td>in the place cited</td>
</tr>
<tr>
<td>Lit. D. or Litt. D.</td>
<td>Lit(t)erarum Doctor</td>
<td>Doctor of Letters</td>
</tr>
<tr>
<td>LL. B.</td>
<td>Legum Baccalaureus</td>
<td>Bachelor of Laws</td>
</tr>
<tr>
<td>LL. D.</td>
<td>Legum Doctor</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>M.</td>
<td>meridiem</td>
<td>noon</td>
</tr>
<tr>
<td>M.A.</td>
<td>Magister Artium</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>M.D.</td>
<td>Medicinae Doctor</td>
<td>Doctor of Medicine</td>
</tr>
<tr>
<td>MUS. B.</td>
<td>Musicae Baccalaureus</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>Mus. D.</td>
<td>Musicae Doctor</td>
<td>Doctor of Music</td>
</tr>
<tr>
<td>N.B.</td>
<td>nota bene</td>
<td>note well</td>
</tr>
<tr>
<td>n.</td>
<td>natus</td>
<td>born</td>
</tr>
<tr>
<td>No. or no.</td>
<td>numero</td>
<td>number</td>
</tr>
<tr>
<td>nol. pros.</td>
<td>nolle prosequi</td>
<td>to be unwilling to prosecute</td>
</tr>
<tr>
<td>non seq.</td>
<td>non sequitur</td>
<td>it does not follow</td>
</tr>
<tr>
<td>op. cit.</td>
<td>opere citato</td>
<td>in the work cited</td>
</tr>
<tr>
<td>per an.</td>
<td>per annum</td>
<td>by the year</td>
</tr>
<tr>
<td>Ph. B.</td>
<td>Philosophiae Baccalaureus</td>
<td>Bachelor of Philosophy</td>
</tr>
<tr>
<td>Ph. D.</td>
<td>Philosophiae Doctor</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>P.M. or p.m.</td>
<td>post meridiem</td>
<td>afternoon</td>
</tr>
<tr>
<td>ABBREVIATION</td>
<td>LATIN</td>
<td>ENGLISH DEFINITION</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>pro tem.</td>
<td>pro tempore</td>
<td>temporarily</td>
</tr>
<tr>
<td>prox.</td>
<td>proximo</td>
<td>next</td>
</tr>
<tr>
<td>P.S.</td>
<td>postscriptum</td>
<td>postscript</td>
</tr>
<tr>
<td>Q.E.D.</td>
<td>quod era: demonstrandum</td>
<td>which was to be demonstrated</td>
</tr>
<tr>
<td>Reg.</td>
<td>Regina</td>
<td>queen</td>
</tr>
<tr>
<td>R.I.P.</td>
<td>requiescat in pace</td>
<td>may he rest in peace</td>
</tr>
<tr>
<td>scil.</td>
<td>scilicet</td>
<td>namely</td>
</tr>
<tr>
<td>S.P.Q.R.</td>
<td>senatus populusque Roman</td>
<td>the Senate and the Roman people</td>
</tr>
<tr>
<td>sq.</td>
<td>sequens</td>
<td>the following</td>
</tr>
<tr>
<td>S.T.D.</td>
<td>Sacrae Theologiae Doctor</td>
<td>Doctor of Sacred Theology</td>
</tr>
<tr>
<td>sup.</td>
<td>supra</td>
<td>above</td>
</tr>
<tr>
<td>s.v.</td>
<td>sub voce or sub verbo</td>
<td>under the title</td>
</tr>
<tr>
<td>v.</td>
<td>vide</td>
<td>see</td>
</tr>
<tr>
<td>viz.</td>
<td>videlicet</td>
<td>namely</td>
</tr>
<tr>
<td>V.M.D.</td>
<td>Veterinariae Medicine Doctor</td>
<td>Doctor of Veterinary Medicine</td>
</tr>
<tr>
<td>v.s.</td>
<td>vide supra</td>
<td>see above</td>
</tr>
<tr>
<td>v. or vs.</td>
<td>versus</td>
<td>against</td>
</tr>
</tbody>
</table>

(Teacher should add others)
<table>
<thead>
<tr>
<th>LATIN</th>
<th>ENGLISH DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab initio</td>
<td>from the beginning</td>
</tr>
<tr>
<td>ab origine</td>
<td>from the origin</td>
</tr>
<tr>
<td>addenda</td>
<td>things to be added; list of additions</td>
</tr>
<tr>
<td>ad finem</td>
<td>to the end</td>
</tr>
<tr>
<td>ad hoc</td>
<td>said of a body elected or appointed for a definite work</td>
</tr>
<tr>
<td>ad nauseam</td>
<td>to the point of disgust</td>
</tr>
<tr>
<td>ad rem</td>
<td>to the purpose; to the point</td>
</tr>
<tr>
<td>ad valorem</td>
<td>according to the value</td>
</tr>
<tr>
<td>Agnus Dei</td>
<td>Lamb of God</td>
</tr>
<tr>
<td>alter ego</td>
<td>another self</td>
</tr>
<tr>
<td>a posteriori</td>
<td>from effect to cause</td>
</tr>
<tr>
<td>a priori</td>
<td>from cause to effect</td>
</tr>
<tr>
<td>ars longa, vita brevis</td>
<td>art is long, life is short</td>
</tr>
<tr>
<td>bona fide</td>
<td>in good faith</td>
</tr>
<tr>
<td>carpe diem</td>
<td>seize the opportunity</td>
</tr>
<tr>
<td>casus belli</td>
<td>that which causes or justifies war</td>
</tr>
<tr>
<td>caveat emptor</td>
<td>let the purchaser beware</td>
</tr>
<tr>
<td>cave canem</td>
<td>beware of the dog</td>
</tr>
<tr>
<td>circa</td>
<td>about, approximately</td>
</tr>
<tr>
<td>cogito, ergo sum</td>
<td>I think, therefore I exist</td>
</tr>
<tr>
<td>LATIN</td>
<td>ENGLISH DEFINITION</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>corpus delicti</td>
<td>the body of evidence of the crime</td>
</tr>
<tr>
<td>corrigenda</td>
<td>things to be corrected; a list of errors</td>
</tr>
<tr>
<td>cui bono?</td>
<td>for whose advantage?</td>
</tr>
<tr>
<td>cum grano salis</td>
<td>with a grain of salt</td>
</tr>
<tr>
<td>cum laude</td>
<td>with honor</td>
</tr>
<tr>
<td>de facto</td>
<td>in point of fact</td>
</tr>
<tr>
<td>de gustibus non disputandum</td>
<td>there is no disputing about tastes</td>
</tr>
<tr>
<td>de jure</td>
<td>from the law; by right</td>
</tr>
<tr>
<td>de novo</td>
<td>anew</td>
</tr>
<tr>
<td>Deo gratias</td>
<td>thanks to God</td>
</tr>
<tr>
<td>de profundis</td>
<td>out of the depths</td>
</tr>
<tr>
<td>Dominus vobiscum</td>
<td>the Lord be with you</td>
</tr>
<tr>
<td>dramatis personae</td>
<td>characters of the drama or play</td>
</tr>
<tr>
<td>dulce et decorum est pro patria mori</td>
<td>it is sweet and glorious to die for one's country</td>
</tr>
<tr>
<td>dum spiro, spero</td>
<td>while I breathe, I hope</td>
</tr>
<tr>
<td>dum vivimus, vivamus</td>
<td>while we live, let us live</td>
</tr>
<tr>
<td>ecce homo</td>
<td>behold the man</td>
</tr>
<tr>
<td>editio princeps</td>
<td>the first edition (printed) of a book</td>
</tr>
<tr>
<td>emeritus</td>
<td>retired after long service</td>
</tr>
<tr>
<td>e pluribus unum</td>
<td>one composed of many</td>
</tr>
<tr>
<td>errata</td>
<td>errors; list of errors</td>
</tr>
<tr>
<td>LATIN</td>
<td>ENGLISH DEFINITION</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>excelsior</td>
<td>higher</td>
</tr>
<tr>
<td>exceunt omnes</td>
<td>all go out</td>
</tr>
<tr>
<td>exit</td>
<td>he (she) goes out</td>
</tr>
<tr>
<td>ex libris</td>
<td>from the books (of)</td>
</tr>
<tr>
<td>ex officio</td>
<td>by virtue of (his) office</td>
</tr>
<tr>
<td>ex post facto</td>
<td>after the deed is done; retroactive</td>
</tr>
<tr>
<td>extra muros</td>
<td>beyond the walls</td>
</tr>
<tr>
<td>festina lente</td>
<td>hasten slowly</td>
</tr>
<tr>
<td>fiat lux</td>
<td>let there be light</td>
</tr>
<tr>
<td>finis coronat opus</td>
<td>the end crowns the work</td>
</tr>
<tr>
<td>flagrante delicto</td>
<td>in the commission of the crime; redhanded</td>
</tr>
<tr>
<td>fortes fortuna juvat</td>
<td>fortune favors the brave</td>
</tr>
<tr>
<td>habeas corpus</td>
<td>writ inquiring into imprisonment</td>
</tr>
<tr>
<td>hic jacet</td>
<td>here lies</td>
</tr>
<tr>
<td>Homo Sapiens</td>
<td>man</td>
</tr>
<tr>
<td>humanum est errare</td>
<td>to err is human</td>
</tr>
<tr>
<td>in aeternum</td>
<td>forever</td>
</tr>
<tr>
<td>in extremis</td>
<td>at the point of death</td>
</tr>
<tr>
<td>in loco</td>
<td>in proper place</td>
</tr>
<tr>
<td>in loco parentis</td>
<td>in the place of a parent</td>
</tr>
<tr>
<td>in medias res</td>
<td>into the midst of things</td>
</tr>
<tr>
<td>in memoriam</td>
<td>in memory</td>
</tr>
<tr>
<td>in nomine</td>
<td>in the name of</td>
</tr>
<tr>
<td>LATIN</td>
<td>ENGLISH DEFINITION</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>in perpetuum</td>
<td>forever</td>
</tr>
<tr>
<td>in re</td>
<td>in the matter of</td>
</tr>
<tr>
<td>in rerum natura</td>
<td>in the nature of things</td>
</tr>
<tr>
<td>in situ</td>
<td>in its original position</td>
</tr>
<tr>
<td>inter alia</td>
<td>among other things</td>
</tr>
<tr>
<td>inter nos</td>
<td>among ourselves</td>
</tr>
<tr>
<td>in toto</td>
<td>in the whole; entirely</td>
</tr>
<tr>
<td>in vino veritas</td>
<td>truth is told under the influence of liquor</td>
</tr>
<tr>
<td>ipso facto</td>
<td>by the very fact</td>
</tr>
<tr>
<td>laborare est orare</td>
<td>to labor is to pray</td>
</tr>
<tr>
<td>labor omnia vincit</td>
<td>labor conquers everything</td>
</tr>
<tr>
<td>lapsus calami</td>
<td>a slip of the pen</td>
</tr>
<tr>
<td>lapsus linguae</td>
<td>a slip of the tongue</td>
</tr>
<tr>
<td>lapsus memoriae</td>
<td>a slip of the memory</td>
</tr>
<tr>
<td>magna cum laude</td>
<td>with high honor</td>
</tr>
<tr>
<td>magnum opus</td>
<td>a great work</td>
</tr>
<tr>
<td>mala fide</td>
<td>with bad faith; treacherously</td>
</tr>
<tr>
<td>materfamilias</td>
<td>mother of a family</td>
</tr>
<tr>
<td>mea culpa</td>
<td>my fault; by my fault</td>
</tr>
<tr>
<td>me judice</td>
<td>in my opinion</td>
</tr>
<tr>
<td>memento mori</td>
<td>remember that you must die</td>
</tr>
<tr>
<td>mens sana in corpore sano</td>
<td>a sound mind in a sound body</td>
</tr>
</tbody>
</table>
LATIN

mirabile dictu
mirabile visu
modus operandi
modus vivendi
multum in parvo
ne plus ultra
nolens volens
non compositus
non sequitur
nota bene
nunc aut numquam
obiter dictum
omnia vincit amor
ora et labora
pari passu
passim
paterfamilias
pax vobiscum
per capita
per diem
per
per se

ENGLISH DEFINITION

wonderful to relate
wonderful to see
manner of working
manner of living
much in little
nothing further; perfection
unwilling or willing
not of sound mind
it does not follow
note well
now or never
a thing said by the way
love conquers all things
pray and work
side by side
everywhere; throughout
father of a family
peace be with you
by the head
by the day
for, through, by
of itself
<table>
<thead>
<tr>
<th>LATIN</th>
<th>ENGLISH DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>persona non grata</td>
<td>an unacceptable person</td>
</tr>
<tr>
<td>plebs</td>
<td>the common people</td>
</tr>
<tr>
<td>prima facie</td>
<td>at first view or consideration</td>
</tr>
<tr>
<td>primo</td>
<td>in the first place</td>
</tr>
<tr>
<td>pro bono publico</td>
<td>for the good of the public</td>
</tr>
<tr>
<td>pro et con (tra)</td>
<td>for and against</td>
</tr>
<tr>
<td>pro patria</td>
<td>for our country</td>
</tr>
<tr>
<td>pro rata</td>
<td>according to rate</td>
</tr>
<tr>
<td>quid pro quo</td>
<td>something in return</td>
</tr>
<tr>
<td>semper fidelis</td>
<td>always faithful</td>
</tr>
<tr>
<td>semper idem</td>
<td>always the same</td>
</tr>
<tr>
<td>sic passim</td>
<td>so everywhere</td>
</tr>
<tr>
<td>sic transit gloria mundi</td>
<td>thus passes away the glory of this world</td>
</tr>
<tr>
<td>sicut ante</td>
<td>as before</td>
</tr>
<tr>
<td>sine cura</td>
<td>without charge or care</td>
</tr>
<tr>
<td>sine qua non</td>
<td>something indispensable</td>
</tr>
<tr>
<td>status quo</td>
<td>the existing condition</td>
</tr>
<tr>
<td>stet</td>
<td>let it stand; do not delete</td>
</tr>
<tr>
<td>sub rosa</td>
<td>confidentially</td>
</tr>
<tr>
<td>summa cum laude</td>
<td>with highest honor</td>
</tr>
<tr>
<td>summum bonum</td>
<td>the supreme good</td>
</tr>
<tr>
<td>tempus fugit</td>
<td>time flies</td>
</tr>
<tr>
<td>LATIN</td>
<td>ENGLISH DEFINITION</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>terra firma</td>
<td>solid earth; a firm foothold</td>
</tr>
<tr>
<td>ubi supra</td>
<td>where above mentioned</td>
</tr>
<tr>
<td>ultimatum</td>
<td>the last (order)</td>
</tr>
<tr>
<td>una voce</td>
<td>with one voice; unanimously</td>
</tr>
<tr>
<td>urbi et orbi</td>
<td>to the city and to the world</td>
</tr>
<tr>
<td>ut infra</td>
<td>as below</td>
</tr>
<tr>
<td>ut supra</td>
<td>as above</td>
</tr>
<tr>
<td>vale</td>
<td>farewell</td>
</tr>
<tr>
<td>veni, vidi, vici</td>
<td>I came, I saw, I conquered</td>
</tr>
<tr>
<td>verbatim et literatim</td>
<td>word for word and letter for letter</td>
</tr>
<tr>
<td>vice versa</td>
<td>the terms of the case being reversed or interchanged</td>
</tr>
<tr>
<td>vide ut supra</td>
<td>see what is stated above</td>
</tr>
<tr>
<td>viva voce</td>
<td>orally</td>
</tr>
<tr>
<td>vox populi, vox Dei</td>
<td>the voice of the people is the voice of God</td>
</tr>
</tbody>
</table>
LATIN PREFIXES AND SUFFIXES IN ENGLISH WORDS

ab-, abs-, ā- (abhor, abstain, avocation)
ad- (admit)
may occur as a- (ascribe); ac- (access);
af- (affix); ag- (aggressive); al- (allude);
an- (announce); ap- (append); ar- (arrange);
as- (assume); at- (attract)
ante- (antecedent)
may occur as anti (anticipate);
an- (ancestor)
bene- (benefactor)
bi- . bis- (bifocal, biscuit)
circum- (circumnavigate)
con- (concur)
may occur as co- (cooperate); col- (collect); com- (commotion); cor- (correct)
contrā- (contradict)
may occur as counter- (counteract)
dē- (deter)
dis- (dissimilar)
may occur as di- (division); dif- (differ)
duo-, du (duo-, dual)
ex (ē) (export, edit)
may occur as ef- (.fface)
extrâ- (extraordinary)
in- (incur)
may occur as im- (import); ir- (irradiate); il- (illusion), etc.
in- (injustice)
may occur as im- (immoral); ir- (irregular); il- (illegal), etc.
inter- (intercede)
intrâ- (intramural)
intrô- (introduce)
maile- (malevolent)
multi- (multicolored)
non- (nonexistent)
ob- (obstruct)
may occur as oc- (occur); of- (offer); op- (oppose); o- (omit)
pen- (peninsula)
(paëns)
per- (perceive)
post- (postpone)
pdrae- (pre-) precede
prô- (produce)
re- (revoke)
may occur as red- (redemption)
sê- (separate)
may occur as sed- (sedition)
sêmi- (semiannual)
sine- (sinecure)

sub- (subterranean)

may occur as suc- (succeed); suf- (suffer); sup- (suppose) sug- (suggest); sus- (sustain)

super- (superfluous)

may occur as sur- (surmount)

trans- (transport)

may occur as tra- (tradition)

ultrā- (ultra-violet)

ūn-, ūni- (unite, uniform)

**SUFFIXES**

-alis (-al: floral)

-ānus (-an, -ane, ain: Roman, humane, captain)

-āris (-ar: singular)

-arium (-arium, ary: sanitarium, granary)

-ārius (-ary: pulmonary)

-āx (-ac, ious: efficacious)

-faciō, -ficō (-fy: magnify)

-ia (-y: amity)

-cia (-ce: grace)

-tia (-ce: sentence) -antia (-ance, -ancy: ignorance, infancy); -entia (-ence, ency: eloquence, clemency)

-icus (-ic: civic)

-idus (-id: vivid)
SUFFIXES

-ilis (-ile, il: facile) - bilis (-ble, able, ible: soluble, curable, visible)
-īlis (-ile, il: servile)
-īnus (-ine: marine)
-iō (-ion: expulsion) -siō (-sion: tension) -tiō (-tion: nation)
-ium (y - study) -cium (-ce: artifice)
-tium (-ce: price)
-īvus (-ive) furtive
-lus (lus, le: gladiolus) -ellus or -eulum or -ella (-le: castle) -ulus or -ulum
or -ula (le: buckle)
-mentum (-ment: excitement)
-or (-or: horror)
-or (-or: donor) -sor (-sor: precursor) -tor (tor: inventor)
-orium (-orium, -ory, -or: sanitorium, laboratory, mirror)
-ōsus (-ous, -ose: copious, verbose)
-tās (-ty: liberty)
-tūdō (-tude: pulchritude)
-tūs (-tue: virtue)
-ūra (-ure: enclosure) -sū. a (-sure: censure) -tūra (-ture: nature)
LATIN ROOTS IN ENGLISH

EXAMPLES OF ADJECTIVE ROOTS

brev-
equ-
clar-
commun-
firm-
fort-
grat-
magn-
plan-
plen-
prob-
propr-
salv-
sen-
sol-
solid-

EXAMPLES OF NOUN ROOTS

arm-
art-
capit-
civ-
cord-
EXAMPLES OF NOUN ROOTS

corp-
cur-
domin-
fid-
fin-
flor-
gen-
grad-
leg-
liter-
loc-
man-
memor-
natur-
ord-
pac-
part-

EXAMPLES OF VERB ROOTS

agere, actus

capere, captus
    -cip, -cept

cēdere, cessus

clamāre, clamātus
EXAMPLES OF VERB ROOTS

claudere, clausus
    -clud, -clus

clīnāre, clinātus

crescere, cretus

currere, cursus, cour- cur-
dīcere, dictus

dūcere, ductus

facere, factus
    -fic, -fect

ferre, lātus

formāre, formātus

fundere, fūsus

gerere, gestus

gradi, gressus

jungere, junctus

legere, lectus

mittere, missus

movēre, mōtus

parāre, parātus

pellere, pulsus

pendere, pensus

petere, petītus

plicāre, plicātus
    -plex

pōnere, positus
EXAMPLES OF VERB ROOTS

portāre, portātus
premere, pressus
scrībere, scriptus
sedēre, sessus, -sid
sentīre, sensus
sequī, secūtus
servāre, servātus
solvere, solūtus
spicere, -spectus -spic
spirāre, spirātus
stāre, status, stan- -sist, -stitut
stringere, strictus
struere, structus
tenēre, tentus
trahere, tractus
venire, ventus
vertere, versus
vidēre, vīsus
vincere, victus
vocāre, vocātus
volvere, volūtus
CONTRIBUTIONS OF LATIN TO THE ENGLISH LANGUAGE

The following passage is taken from the booklet, Word Ancestry, published by the American Classical League, Miami University, Oxford, Ohio.

English is not the early language of England, or Britain, but is a Germanic language that was carried to the island about the middle of the fifth century, and not long after the withdrawal of the Romans, by the Saxons and Angles-German tribes who conquered the inhabitants and took possession of all of Britain except Wales, Scotland and a part of Cornwall. In the eleventh century William the Conqueror brought over the Norman French.

The history of the language is usually divided into three periods: Old English, from 450 to 1100; middle English, 1100 to 1500, and modern English, from 1500 to the present time. Few Latin words survived the Roman occupation and not many were acquired during the old English period. In the middle English period many words were borrowed from the French and thus indirectly from the Latin. Not many words had yet been taken directly from the Latin.

By the year 1500, the beginning of the modern English period, something had happened that greatly affected the history of the language. Throughout most of the countries of Europe had swept what is known as the "revival of learning," and scholars had taken up with great enthusiasm the study of the ancient languages, especially Latin. Printing, invented fifty years before, was coming more and more into use and the production of books greatly helped the movement to restore the old learning.

England shared in the revival, and great activity in writing began. The writers soon found the resources of English too meager for their needs, and
with the rich mine of Latin so conveniently at hand they began to borrow words to help out. Writers of English have been borrowing from the Latin ever since. The result is that our language today is more Latin than Anglo-Saxon.

A knowledge of Latin not only helps one to learn and remember the meanings of a very large number of English words but enables one to discover shades of meaning that must always remain hidden from anyone who is ignorant of Latin.

The Anglo-Saxon words remaining are for the greater part the simple and familiar words of everyday use. Those of Latin origin are more likely to be the unfamiliar ones. Hence the value of a knowledge of Latin for getting at their meaning. The usual method of determining the proportion of words from various sources is to count only once each word in the passage under study, regardless of the number of times such a word may occur. A number of such studies have been made, and they show that the proportion of Latin derivatives is approximately 50 per cent and that of Greek derivatives 10 per cent.

Our Latin derivatives are much closer to the original forms than are the corresponding words in French, Italian and Spanish. In these languages forms and spelling of words have been twisted by centuries of spoken usage, while most of ours have been lifted with little change directly from the Latin.

We sometimes call Latin a dead language. It is not true. The Latin language and literature are living roots out of which our own language and literature grow. The old and the new are inseparable; each is a part of the other.
PART VI

CULTURAL LEARNINGS

Litterae hūmāniōrēs...
Litterae hūmāniorēs
CULTURAL LEARNINGS

Learning the culture of the ancient Romans should be an integral part of the pupil's study of Latin. Roman culture and civilization are as much a part of our heritage as the Latin language itself. Therefore, both the cultural and linguistic learnings must be achieved by the student. In order to accomplish these ends in the time allotted, as much of the cultural material as possible should be read in Latin.

Finally, individual Latin teachers should not hesitate to add to the items in the following section of the course guide in order to accommodate the needs, abilities, and interests of particular students and classes. The items listed herein represent the required minimum with regard to cultural material.

Although content leading to cultural objectives should never be a separate body of material but an integral part of the Latin readings, and of collateral reading in English, we have listed them separately merely for ease in identifying them.

In this course of study the term "cultural learnings" encompasses both Greek and Roman material.
LEVEL I

I. ROMAN DAILY LIFE AND TRADITIONS
   A. Early rising
   B. Time spent in business
   C. Meals, leisure, banquets
   D. Exercising at the gymnasium
   E. Banquets and entertainments
   F. Custom of adoption
   G. Marriage customs
   H. Coming-of-age ceremonies
      1. Receiving of Toga Virilis
   I. Importance of family as unit of society
   J. Triple names
   K. Place of children in Roman society
   L. Clothing
      1. men and boys
      2. women and girls
      3. foreigners
      4. slaves

II. LEGENDS AND MYTHS
   A. Stories from the Aeneid
   B. Stories from the Iliad
   C. Stories from the Odyssey
   D. Students should know the stories of these mythological characters:
      1. Hercules
      2. Midas
      3. Apollo and Daphne
      4. Deucalion and Pyrrha
      5. Perseus and Medusa
      6. Arachne and Minerva
      7. Theseus and Minotaurus
      8. Daedalus and Icarus
      9. Jason
     10. Prosperpina
     11. Orpheus
     12. Pandora
     13. Romulus and Remus

N.B. Topics may be added to these lists according to the time available and the interests of particular classes.
LEVEL I

III. HEROES IN ROMAN HISTORY
   A. Caesar
   B. Q. Fabius Maximus
   C. Horatius
   D. Cincinnatus
   E. The Gracchi
   F. Scipio
   G. Regulus
   H. Fabricius
   I. Marius
   J. Cato
   K. Cicero

IV. GEOGRAPHY
   A. Extent of the Roman Empire in Europe
      1. Italy
      2. Sicily
      3. Gaul
      4. Britain
      5. Spain
   B. Africa - Egypt
   C. Possessions in Asia and Asia Minor

   N.B. Pupils should be engaged in map study, in order that they may use maps of the classical world intelligently. See map section of Audio-Visual Materials.

V. ARCHITECTURE
   A. Imitation of Greeks
   B. Invention of cement
   C. Invention of rounded arch
   D. Basilicas
   E. Triumphal arches
   F. Temples
   G. Amphitheaters
   H. Circuses
   I. Homes
      1. atrium
      2. peristyle
   J. Forum
   K. Vitruvius - On Architecture
VI. AMUSEMENTS
   A. Theater
   B. Racing
   C. Triumphs
   D. Public baths
   E. Ball games
   F. Games of chance
   G. Knucklebones
   H. Dice
   I. Gladiatorial contests

VII. RELIGION
   A. Early religion - animistic
   B. Incorporation of foreign gods
   C. Religion of Numa
   D. Priestly Colleges
   E. Religion and the family
   F. Religion and the state
   G. Religious revival during reign of Augustus
   H. Religion in the imperial age
   I. Sibylline Books
   J. Gods
      1. Jupiter
      2. Juno
      3. Venus
      4. Mars
      5. Mercury
      6. Minerva
      7. Neptune
      8. Ceres
      9. Vulcan
     10. Apollo
     11. Bacchus
     12. Lares
     13. Penates

   N.B. Students should be familiar with the gods listed.

VIII. FAMOUS STORIES OF ROMAN HISTORY
   A. Caesar and the Gallic Wars
   B. Caesar in Britain
   C. Condition of the coloni
   D. Condition of Roman slaves
   E. Spartacus
LEVEL I

I. FAMOUS STORIES OF ROMAN HISTORY (continued)

F. Q. Fabius Maximus and Hannibal
G. Pliny and the founding of a school at Como
H. Caedicius
I. Horatius at the Bridge
J. Story of Cincinnatus
K. Coriolanus
L. Fabricius, a Roman general
M. Regulus
N. Marius
O. The Gracchi
P. Scipio
Q. Cato

II. LATIN SONGS

A. Christmas carols
B. Integer Vitae
C. Gaudeamus Igitur
D. God Bless America
E. Mica, Mica, Stella Parva
F. America
G. Any appropriate Latin song or translation
H. Appreciation of music with classical themes

The selections mentioned above are from, Latin for Americans, I. Songs from other texts may be added or substituted.

See section on Clubs and Other Activities.

III. LATIN IN EVERYDAY LIFE

A. Names of places
B. Personal names
C. The months of the year
D. Roman numerals
E. The constellations and other astronomical terms
F. The chemical elements
G. Geographical terms
H. Geometrical terms
I. Medical terms
J. Architecture and sculpture
K. Use of Latin in religion
L. Business terminology
LEVEL II

I. HISTORY
   A. Early Rome
   B. Roman Republic - Caesar's Influence
   C. Roman Empire under the Principate
   D. Fall of Rome

II. GEOGRAPHY
   A. Mediterranean area

   N.B. Review of geography of this area should be learned in Level I.
       Special emphasis should be placed on Caesar's travels in this area.

   B. Gaul

   N.B. Students should learn the location of Gaul in relation to the rest of
       the Roman Empire. Students should learn the names of important
       towns, mountains, rivers, and other bodies of water mentioned in
       the selections they read from The Commentaries on the Gallic Wars.
       Students should be able to indicate the equivalent place names on a
       modern map.

III. HEROES
   A. Mythological Heroes
      1. Jason
      2. Perseus and Atlas
      3. Orpheus and Eurydice
      4. Androclus
      5. Hercules
      6. Ulysses
      7. Aeneas
   B. Historical Heroes
      1. Caesar
      2. Scipio
      3. Pompey
      4. Marius
      5. Decius Mus
      6. Heroes mentioned by Caesar in his Commentaries.
      7. Themistocles

IV. CITY OF ROME
   A. Geography
   B. Plan of the city
LEVEL II

IV. CITY OF ROME (continued)
   C. Important structures in existence, especially in Caesar's time
   D. Structures extant in Rome
   E. Designation of Rome as "The Eternal City"

V. ROMAN LAW AND GOVERNMENT
   A. Roman Law
      1. Contributions of the Romans to this field
      2. The Twelve Tables
      3. Patria Potestas
      4. Mos maiorum
      5. Praetors
   B. Roman Government and Politics
      1. The development of the Roman constitution
      2. The various assemblies
      3. The function of:
         (a) quaestors
         (b) aediles
         (c) praetors
         (d) consuls
         (e) censors
      4. The characteristics of the Roman government during the Republic
      5. The effect of influential persons and groups upon government

VI. MILITARY AFFAIRS
   A. Divisions of the Roman army
   B. Dress of Roman officers and soldiers
   C. Arms and armor of the Romans
   D. Engines of war
   E. Students should become familiar with Rome's military affairs during Caesar's time and, especially, Caesar's part in them.

VII. RELIGION
   A. Religion of the imperial age
   B. Cult of Magna Mater
   C. Cult of Isis
   D. Mithraism
   E. Emperor worship
   F. Judaism in Rome
   G. First appearance and gradual progress of Christianity
LEVEL II

VIII. SOCIAL CLASSES AND INSTITUTIONS
A. Patricians
B. Equestrians
C. Plebeians
D. Clients
E. Freedmen
F. Slaves
G. Foreigners - Hospites
H. Caesar - in relation to social classes and creation of new members of aristocracy
I. Manumission
J. Pietas

IX. LITERATURE
A. Pliny and Livy
B. Life and Works of Julius Caesar
   1. Environment and training
   2. Marriage and early career
   3. Early political career
   4. Gallic Wars
   5. Civil War
   6. Circumstances surrounding his death
   7. The Commentaries on the Gallic Wars, and The Commentaries on the Civil War

N.B. Brief introduction of students to their writings.

X. GALLIC WARS
A. Caesar's securing of the proconsulship of Cisalpine Gaul, Transalpine Gaul, and Illyricum
B. In 58 B.C.
   1. Stopping of the migration of the Helvetians
   2. Defeat of Ariovistus
C. In 57 B.C.
   1. Disintegration of Belgian Confederacy
   2. Defeat of Nervii and Aduatuci
D. In 56 B.C.
   1. Successful naval campaign against Veneti and other coastal tribes
   2. Extension of power for five years by the Triumvirs, meeting in Luca
E. In 55 B.C.
   1. Invasion of Germany
   2. Invasion of Britain
LEVEL II

X. GALLIC WARS (continued)

F. In 54 B.C.
   1. Second invasion of Britain
   2. Return to his province
   3. Revolt in northern Gaul quelled
   4. Rebellion of the Nervii suppressed

G. In 53 B.C.
   1. Second invasion of Germany
   2. Revolt of several Gallic tribes crushed

H. In 52 B.C.
   1. Suppression, at Alesia, of the Gallic revolt led by Vercingetorix
   2. Subjugation of lesser tribes in Gaul

I. By 50 B.C. - conquest of Gaul completed

J. Gaul becomes Roman Province

K. Results of Gallic Wars

XI. CIVIL WAR IN ROME

A. In 49 B.C.
   1. Defying of Senate's command to disband his legions
   2. Crossed the Rubicon - declaration of war upon the Republic under Pompey; ("Alea jacta est.")
   3. Caesar victorius in ensuing struggle
   4. Pompey forced to flee to Macedonia
   5. Caesar proclaimed dictator

B. In 48 B.C.
   1. Caesar defeated Pompey at Pharsalus
   2. Pompey's flight to Egypt and murder
   3. Caesar's pursuit of Pompey
   4. Caesar involved in Alexandrian War

C. In 47 B.C. - defeat of Pharnaces in Pontus ("Veni, vidi, vici")

D. In 46 B.C.
   1. Going to Africa and the defeat of the adherents of Pompey in the Battle of Thapsus
   2. Return to Rome and celebration of his triumphs over Gaul, Egypt, Africa, Pontus
   3. Made dictator for ten years

E. In 45 B.C.
   1. Defeat of Pompey's sons and followers in Spain
   2. Made Imperator for life and called Pater Patriae

XII. ROMAN ENGINEERING FEATS

A. Roads
B. Aqueducts
C. Drains and sewers
LEVEL II

XII. ROMAN ENGINEERING FEATS (continued)
   D. Walls

N.B. Students should know the names of important roads.

XIII. SOCIO - ECONOMIC PROBLEMS
   A. The Gracchi
   B. Need for agrarian reform
   C. Need for the extension of the franchise
   D. Social War
   E. Caesar's creation of new members of the aristocracy
   F. Caesar's extension of citizenship
   G. Caesar's economic reforms
      1. Responsibility of provincial governors
      2. Stabilization of salaries
      3. Supervision of governors
      4. Reclamation of public land
      5. Laws of agrarian reform
      6. Aid for insolvent debtors
      7. Reform of monetary system

XIV. RELATIONSHIP TO OTHER CURRICULUM AREAS
   A. Latin and the English language and literature
   B. Latin and scientific, technical, legal and commercial terminology
   C. Ancient Rome and world history
   D. Latin and the Romance Languages
   E. Latin and the Fine Arts, including sculpture and architecture
   F. Latin and the study of modern governments
   G. Latin in geometrical terms
   H. The Graeco-Roman heritage in our society
LEVEL III

I. HISTORY
   A. Rome at the time of Cicero
   B. The Catilinarian conspiracy
   C. Colonial administration
   D. Rome and the East

II. MYTHOLOGY
   A. Daedalus
   B. Midas
   C. Pyramus and Thisbe
   D. Deucalion and Pyrrha
   E. Daphne
   F. Arachne
   G. Niobe
   H. Philemon and Baucis
   I. Phaethon
   J. Proserpina
   K. Orpheus and Eurydice
   L. Atalanta

N.B. These myths should be reviewed by class.

III. GREEK INFLUENCE
   A. In literature
   B. In philosophy
   C. In science
   D. In architecture
   E. Effects of Greek culture on western civilization

IV. PROBLEMS OF EMPIRE
   A. Prevalence of slavery
   B. Loss of fertility of land
   C. Deterioration of the army
   D. Economic decline
   E. Moral disintegration
   F. Social problems

V. LITERATURE
   A. Early Period (to circa 80 B.C.)
   B. Golden Age (80 B.C. - A.D. 14)
      1. Ciceronian Period (80 B.C. - 43 B.C.)
      2. Augustan Period (43 B.C. - A.D. 14)
LEVEL III

V. LITERATURE (continued)
   C. Silver Age (A.D. 14 - circa 138 A.D.)
   D. Patristic Period (late 2nd century - 5th century A.D.)
   E. Medieval Period (6th - 14th centuries A.D.)
   F. Period from Renaissance (circa 15th century) to the present
   G. Latin allusions in English literary works

N.B. Students should be exposed to a brief survey of Latin literature. They should be able to distinguish the periods according to century and be familiar with the more important authors and works. The emphasis should be on the Golden Age.

VI. GEOGRAPHY
   A. Geography of Roman empire during time of Cicero and Ovid
   B. Extent of the empire
      1. In relation to the ancient world
      2. In relation to the modern world

VII. ROMAN LAW, GOVERNMENT, AND POLITICS
   A. Decrees of the emperors
   B. Law during period of empire
   C. Power of the emperors
   D. Characteristics of Roman imperial government
   E. Effects of pressure groups

VIII. RELIGION AND PHILOSOPHY
   A. Religion
      1. Deeper understanding of material learned in Levels I and II
      2. Rise of Christianity
   B. Philosophy
      1. Of Greek origin
         (a) Stoicism
         (b) Epicureanism
            (1) Influence on the poet Lucretius in its idealistic aspects
            (2) Degeneration into pursuit of pleasure

IX. MILITARY AFFAIRS
   A. Military problems of the empire
   B. Effect on authors of the period
LEVEL III

X. SOCIAL INSTITUTIONS AND PROBLEMS
A. Before the Principate
   1. Decline in birth rate
   2. Decline in farm productivity
   3. Industrial decline
   4. Commercial stagnation
   5. Increased unemployment
B. During the Principate
   1. The coloni
   2. Expansion of trade
   3. Increase in commerce and industry
   4. Unsuccessful attempts to restore old Roman life

N.B. The social problems, of course, were closely related to economic factors.

XI. RELATIONSHIP TO OTHER CURRICULUM AREAS

N.B. See Level I, item X and Level II, item XIV.

XII. LIFE AND WORKS OF CICERO
A. Early life and education
B. Early success as lawyer and orator
C. Political career
   1. His part in the suppression of the Catilinarian conspiracy
   2. His exile
D. His later life, and death
E. His works:
   1. Disputations against Catiline
   2. Philippics
   3. Tusculan Disputations
   4. Republic
   5. Nature of the Gods
   6. Moral Duties
   7. On Old Age
   8. On Friendship
   9. On the Orator
   10. Brutus
   11. Letters
LEVEL III

XIII. OVID
A. Early life and training
B. Early public life
C. Retirement in favor of poetry and pleasure
D. Friendship with Horace, Propertius, Augustus
E. Exile and death
F. His writings:
   1. The Fasti
   2. Tristia
   3. Metamorphoses
SUMMARY OF LINGUISTIC AND CULTURAL LEARNINGS
(Major Emphases)

LEVEL I

Chief Aim: Mastery of basic Latin syntax and forms for reading comprehension and translation

I. ORIENTATION OF STUDENTS
   A. Nature of the Latin language
   B. How to study Latin
      1. Importance of daily preparation
      2. Importance of memorization

II. PRONUNCIATION
   A. Consonants
   B. Vowels
   C. Diphthongs
   D. Syllabication
   E. Stress
   F. Listening

III. STRUCTURES AND FORMS
   A. Syntax - grammatical relationships in the Latin sentence
   B. Major inflections
   C. Grammatical terminology

IV. READING
   A. For comprehension - stories on mythology, fables, heroes, history
   B. Development of skill in translation from Latin to English
   C. Oral reading
   D. Supplementary reading in English on cultural materials listed in VIII below

V. WRITING
   A. English to Latin
   B. Latin to English
   C. Dictation
   D. Rules for anglicizing Latin words

VI. VOCABULARY AND IDIOMS
   A. Mastery of basic vocabulary of approximately 500-1000 words and idioms
   B. Recognition vocabulary
LEVEL I

VII. DERIVATIVES
   A. Latin prefixes in English
   B. Latin suffixes in English
   C. Latin stems and roots in English
   D. Rules for spelling English derivatives
   E. Latin phrases and abbreviations used in English
   F. Latin words used in English

VIII. CULTURAL LEARNINGS* - Introduction to our Graeco-Roman heritage
   A. Roman daily life and traditions
   B. Legends and myths
   C. Heroes in Roman history
   D. Geography
   E. Architecture
   F. Social customs and dress
   G. Amusements
   H. Religion
   I. Stories of Roman history
   J. Latin songs, etc.

IX. MEASUREMENTS OF ACHIEVEMENT
   A. Regular formal and informal testing for:
      1. Reading comprehension
      2. Translation, English to Latin, Latin to English
      3. Grammatical concepts and forms
      4. Oral reading
      5. Vocabulary retention
      6. Derivation
      7. Cultural subject matter
   B. Standardized tests

* A large amount of above material to be read in Latin, supplemented by English readings
SUMMARY OF LINGUISTIC AND CULTURAL LEARNINGS
(Major Emphases)

LEVEL II

Chief Aim: Mastery of most Latin constructions for reading and translation in an expanded reading program; further insight into Rome's contribution to our civilization and language

PRONUNCIATION

B. Continued emphasis should be placed on points noted in Level I, Item I.

I. STRUCTURES AND FORMS
A. Review of first-year grammar topics
B. All major inflections not covered in Level I
C. Refinement of syntactical understanding
   1. Grammatical analysis
   2. Comparison of English and Latin structures
   3. Knowledge of grammatical terminology

II. READING
A. For comprehension
   1. Stories from mythology, history, government, etc. See No. VII below
   2. Caesar's Gallic War
B. Translation from Latin to English
   1. Prepared translations
   2. Sight translations
C. Oral reading stressing thought units
D. Collateral readings in English on topics listed under VII below

IV. WRITING
A. English to Latin
   1. Sentences illustrating points of structure and syntax
   2. Completion exercises, etc.
   3. Some connected writing based on text (for very able students)
B. Latin to English
C. Dictation

V. VOCABULARY AND IDIOMS
A. Increased command of vocabulary of approximately 1000-1500 words
B. Recognition of large number of words and idioms in reading context
C. Practice in inferring meaning from context

VI. DERIVATIVES
A. Continuation of No. VII, Level X, intensified and expanded
B. Recognizing component parts of English words formed with Latin prefixes, suffixes, and roots
C. Use of Latin for the coinage of new terms in various fields of endeavor
LEVEL II

VII. CULTURAL LEARNINGS*
A. Life and works of Julius Caesar
B. Other aspects of the Roman scene
   1. History
   2. Geography of:
      a. Mediterranean area
      b. Gaul
   3. Mythological and historical heroes
   4. The City of Rome
   5. Roman law, government, and politics
   6. Military affairs
   7. Religion
   8. Social classes and institutions
   9. Gallic Wars
  10. Civil War
  11. Roman engineering feats
  12. Socio-economic problems
  13. Relationship to other curriculum areas

VIII. MEASUREMENT OF ACHIEVEMENT

N.B. See Item IX, Level I, use of sight translation tests.

* A large amount of above material to be read in Latin, supplemented by English readings.
SUMMARY OF LINGUISTIC AND CULTURAL LEARNINGS
(Major Emphases)

LEVEL III

Chief Aim: Greater refinement of linguistic skills; appreciation of Latin literary works; more mature understanding of the contributions of the Graeco-Roman civilization

I. PRONUNCIATION
   A. Continued emphasis on accurate Latin pronunciation - See Item I, Levels I and II

II. STRUCTURES AND FORMS
   A. Review of all previous material
   B. More complex constructions as required by the reading material
   C. Continued comparison with English structures and syntax
   D. Forms of rhetoric
   E. Latin prosody

III. READING
   A. For comprehension
      1. Orations of Cicero
      2. Ovid, et al.
      3. Readings on Roman Life - See No. VII below
      4. Introduction to Latin poetry
   B. Translation from Latin to English
      1. Emphasis on quality of translation
      2. Sight translation
   C. Oral reading stressing thought units
   D. Scansion
   E. Collateral readings in English on topics listed under VII below

IV. WRITING
   A. English to Latin
      1. Items listed in IV, Level II, with following additions:
         (a) Greater stress on ability to write connected passages
         (b) Translation of ideas instead of words
         (c) Demonstration of precision in use of forms, syntax, vocabulary, and idioms
   B. Latin to English - occasional writing of "polished" English translations

V. VOCABULARY AND IDIOMS
   A. Further extension of active and recognition vocabulary
   B. Etymological relationships of Latin words
   C. Increased power and precision in English word usage and semantic insight
VI. DERIVATIVES
   A. Continuation and intensification of item VI, Level II
   B. Systematic study of word families in English
   C. English words derived from Latin via other languages, e.g. French

VII. CULTURAL LEARNINGS*
   A. Life and works of Cicero; Ovid, et al.
   B. Other aspects of the Roman scene
      1. History and mythology
      2. Resemblance of issues and problems to those of our own times
      3. Greek influence
      4. Problems of the empire
      5. Literature
      6. Geography
      7. Government, law, and politics
      8. Religion and philosophy
      9. Military affairs
     10. Social institutions and problems
     11. Relationship to other curriculum areas

VIII. MEASUREMENT OF ACHIEVEMENT

   N.B. See Item IX, Level I, and Item VIII, Level II, oral reading by thought units as a test of comprehension.

* A large amount of the above material to be read in Latin, supplemented by English materials.
## Latin - Graphic Representation of Major Emphases

### Linguistic Learnings

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**Key:**
- Light emphasis
- Heavy emphasis
Latin

CULTURAL ASPECTS OF GRAECO-ROMAN HERITAGE

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Key: □ Light emphasis □ Heavy emphasis
PART VII

AUDIO-VISUAL MATERIALS

Vidēre est crēdere...
Videre est credere
SUGGESTIONS FOR THE USE OF AUDIO-VISUAL MATERIALS FOR ENRICHMENT IN LATIN CLASSES*

Just as the elaborately illustrated Latin texts of today afford the student background and stimulation, in contrast with the sparsely illustrated texts of a generation or two ago, so the current use of audio-visual materials further increases his comprehension of life in ancient times. Further, judiciously employed, audio and visual material can be effectively used as a means of instruction and drill.

Of course, audio-visual materials for either enrichment or basic teaching present a problem to each teacher as to the extent of their use. The concentration required for mastering a difficult language may sometimes relegate the presentation of purely cultural material to time outside the regular class period. Such enrichment must then be offered with the club program. However, in addition to the use of the audio-visual as a basic teaching device, there are occasions when the inclusion of a cultural film or filmstrip enhances the effectiveness of a particular lesson.

Such an occasion might be, for example, the showing of the film, *The Mark of the Roman*, either in preparation for the study of Caesar, or in review of the achievements of Rome and the Empire, or both. The text, *Latin for Americans, II* contains an essay entitled "The Roman Empire," (p. 170). In conjunction with a discussion of the content of the essay, the above mentioned film is worthwhile. A tape recording of the sound track of the film is a satisfactory substitute if the following illustrations are made

* For a discussion of the use of tapes for drilling of grammatical points and pronunciation, see Part III of this guide - METHODOLOGY.
available to the class. These illustrations are in *Latin for Americans, II*. The list may be written on the board with the page number of the text. As each succeeding topic is discussed, the class turns to the page indicated.

**Illustrations and page numbers in *Latin for Americans, II***

- The bust of an unknown Roman, 20
- A Roman road, 184
- Ships, 258 and 281
- An aqueduct, 325
- A street fountain, 329
- The Colosseum, 32
- Theaters, 153, 182, and 382
- Silver vase, 319

In order that an audio-visual aid be meaningful and productive in class or club, teacher preparation is absolutely necessary. The teacher should have become familiar beforehand with the film, tape, filmstrip, slides, or disc so that the activity does not degenerate into mere passive listening and/or viewing.

Most audio-visual material for enrichment in Latin classes is narrated in English and is informational in nature. However, there are also available discs and tapes containing readings of famous classical works, rendered by such classicists as Moses Hadas. The use of such materials sharpens the students' aural awareness of Latin.
Specific Steps in the Use of an Audio-Visual Aid

1. The lessons involving the use of an audio-visual item must be as carefully planned as any other type of lesson. Hence the material must be previewed by the teacher.

2. It is crucial that the students at no time be permitted to acquire the attitude that they are being entertained with such an activity.

3. Apropos of item No. 2 above, it is absolutely essential that pupils be given definite responsibilities and tasks which they must carry out in connection with the activity. They must be aware of this definite requirement.

4. The plan which the teacher has developed for a particular lesson of this nature should be explained to the students beforehand, together with the reasons for his requirements. Retention of the main points should be demanded.

5. If, upon previewing, or pre-listening, the teacher concludes that the item contains terms or concepts unfamiliar to the class, he should prepare a lesson on these terms or concepts before using the aid.

6. Highly capable students may be charged with the responsibility of conducting follow-up discussions.

7. Written summaries or reports of various kinds may be required.

8. For tape recordings such as the EMC series, in which the dramatization is partially in Latin, the teacher must listen to the recording beforehand in order to plan the procedure. Any new Latin terms should be taught before pupils listen. Items No. 1-7 apply.

   a. Pupils may follow script on first playing; teachers may attempt second playing without using scripts.

   b. Pupils may also read the dramatization, taking parts. This activity may be used effectively in Latin Club meetings.

9. Disc or tape containing narration in Latin, e.g., an oration:

   a. It is necessary that the work or parts thereof have been studied thoroughly in class beforehand. If the entire work has not been translated by the class, pupils should be aware of the content of those parts which have not been translated. The teacher may read passages while pupils listen with books closed.
b. Recording should be played in parts, while pupils follow text. Class discussion may occur at various pause points.

c. Pupils may listen to some parts with books closed to savor the beauty of the language, or to appreciate rhetorical devices.

A listing of audio-visual aids available from various sources appears on the following pages.

Teachers are urged to consult the journals in the field in order to keep abreast of new audio-visual materials.

The listings published from time to time in *The Classical World*, and those distributed by the American Classical League (Oxford, Ohio) are comprehensive.
AUDIO-VISUAL MATERIALS

General Sources


2. Audio-Visual Education Center, University of Michigan, Ann Arbor, Michigan.

3. Dennoyer, Geppert Company, Chicago, Illinois. (Maps and charts)

4. EMC Recording Corporation (Educational Materials Center) 180 East Sixth Street, St. Paul 1, Minnesota.

5. Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Michigan.


7. National Geographic Society, Washington, D. C.


9. Saul S. Weinburg, 211 Jesse Hall, University of Missouri, Columbia, Mo.


Museum Materials

Boston Museum of Fine Arts. Forty enlarged photographs and color reproductions with text, showing Roman Daily Life. Also color reproductions for bulletin boards.

Films


2. The Ancient World (General)


c. The Book Takes Form. Discusses a number of characteristics of Greek writing and writing materials, particularly the wax tablets and scroll. Among pictures of Greek writing are shown the Codices Vaticanus and Sinaiticus of the Bible, accompanied by the story of the latter's discovery.


e. Yesterday's Worlds. 26 films, 29 min. each. b & w. NET Film Service. Indiana University, Bloomington, Indiana. Rent: $4.75 each.

3. Greece and the Mediterranean


c. Grecian Panorama. 75 min. Color. International Film Bureau, 345 E. 46th Street, New York, N. Y.

d. Life in Ancient Greece: Home and Education. 13 min. Color or b & w. Role of the Citizen. 11 min. Color or b & w. Coronet Building, Chicago.


f. Sicily, Island of the Sun. 15 min. Color or b & w. Davis, 3826 Cochran Avenue, Los Angeles, California.

This visit to Sicily contains, in its early sequences, views of classical interest from Syracuse, Selinus and Agrigentum, including a theater and Roman amphitheatre, Greek temples, and archaeologists at work.

4. Italy and Rome


c. Mark of the Romans. 28 min. Rent: $4.75 from Aud. Vis. Center, University of Indiana, Bloomington.


5. Roman Empire Outside Italy


d. The Roman Wall. 11 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.

6. History and Literature


e. Marc Antony of Rome. Teaching Film Custodians. 25 West 43rd St. New York 36, N. Y. 2 reels, 23 min. b & w. Rent: $4.00. Adapted from Paramount film Cleopatra.

N. B. Unless there is a statement to the contrary, the films listed above are sound and 16 mm. The firms are primarily producers or distributors. In many cases films are more readily available from lending libraries. Where no rental is given, ask the producing firm for rates and/or the name of the nearest distributor.
CORONET FILMS, Coronet Building, Chicago 1, Illinois

The following five films are best suited for showing to intermediate and high school grades. Although Coronet Films does not rent these films directly, applications for rental should be addressed to them; the application will then be referred to the rental agent in the prospective user's area.

ANCIENT GREECE. 1951. 16 mm, sound, black and white or color, 10 minute. This film, which shows the ancient landmarks of Greece, offers an informative and highly interesting portrayal of the ancient Greek culture and its significance today.

OUR INHERITANCE FROM HISTORIC GREECE. 16 mm, sound, black and white or color. This film graphically emphasizes the significance of ancient Greece in contemporary life, by showing specific examples of certain aspects of the Classic culture which have survived into our own times, and are an integral part of our daily experience.

LIFE IN ANCIENT GREECE: HOME AND EDUCATION. 16 mm, sound, black and white or color. 13-1/2 minutes. In this film, a day in the life of an Athenian family of 440 B.C. (the Periclean era), is recreated, emphasizing the home life, a typical occupation, and education of the children.

LIFE IN ANCIENT GREECE: ROLE OF THE CITIZEN. 16 mm, sound, black and white or color. 11 minutes. Another day in the life of the Athenian family is recreated, stressing the economic and political aspects of life in 440 B.C.

GREECE: THE LAND AND THE PEOPLE. 16 mm, sound, black and white or color. 11 minutes. This film portrays life in modern Greece, emphasizing the effects of the geographic environment upon the social and economic life of the people.

ENCYCLOPEDIA BRITANNICA FILMS, INC., 1150 Wilmette Avenue, Wilmette, Illinois

GREEK CHILDREN. 1951. 16 mm, sound, black and white. 16 minutes. This film portrays the daily activities of a boy and girl of Galaxidi, a fishing village in southern Greece. It includes a sequence of a trip to Athens in a fishing boat.

GREECE. 1952. 16 mm, sound, color. 10 minutes. The scenic beauty of Greece, and the monuments of her ancient, medieval and modern cultures are emphasized in this picture.
HOFFBERG PRODUCTIONS, INC., 362 West 44th Street, New York 36, N. Y.

ISLAND OF VENUS. 16 mm, sound, black and white, 21 minutes. The lovely scenery and historical landmarks of the island of Cyprus are portrayed in this film, as well as many aspects of the social and economic life of the Cypriot people.

UNITED WORLD FILMS, INC., 1956, 16 mm, sound, black and white. 16 minutes. Describes the country and the people of Greece—geography, history and achievements, economic life, occupations and social customs. Explains Greece's role in the North Atlantic Treaty Organization.

This film, of the Atlantic Community Series, was produced for NATO by Europa Telefilm. It is recommended for high school students and for groups and organizations especially interested in international affairs.
Filmstrips

1. The Ancient World (General)
   a. Athens; Greece; Isles of Greece; Historical Geography of Southern
      Italy. 40 frames each, color. Budek. 55 Poplar Avenue, Hackensack,
      New Jersey. $6.50. American Geographical Society.
   b. Day in the Past. 6 filmstrips, 40 frames each, b & w. McGraw-Hill.
   c. Mediterranean Culture: Ancient Athens; Ancient Egypt; Ancient
      Rome. 40 frames each, color. Encyclopedia Britannica. Wilmette,
      Illinois. $6.00 each.

2. Greece
   a. The Greeks. 30 frames, color. Educational Productions. P.O. Box
      625, Hillside, New Jersey. $5.00. Descriptive manual. Artwork
      reproductions of typical activities and scenes.
      $6.00. 48 frames. Same as above.
   c. People in Ancient Greece. 24 frames, color. United World
      Films. 1445 Park Avenue, New York 29, N. Y. $5.00.

3. Rome and Italy
   a. Imperial Rome - Its Life and Grandeur. 33 frames, color or b & w.
      Wayne State University, Detroit, Michigan. $6.00, Latin captions.
      (Same strip with English captions called Life in Ancient Rome.)
   b. Life in Ancient Rome. 40 frames, color. Museum Extension Service,
   c. Londinium. 35 frames, b & w. Educational Productions, P.O. Box
      History of Roman city for young students.
   d. People in Roman Times. 25 frames, color. United World Films,
      1445 Park Avenue, New York 29, N. Y. $5.00.
   e. Pompeii. 32 frames, color. United World Films, 1445 Park Avenue,
      New York 29, N. Y. $5.00. This filmstrip is made up of actual
      photographs of Pompeii, accompanied by a map of the town and
      drawings of a Pompeian house.

g. The Times of the Roman Caesars. 50 frames, b & w. Educational Productions, P.O. Box 625, Hillside, New Jersey. $3.00. Manual. Photographs, largely portraits and architecture.


4. History and Literature

a. Alexander the Great. 55 frames, color. Educational and Recreational Guides. 10 Brainerd Road, Summit, New Jersey. $7.50.


c. Heroes of Greek Mythology. 6 filmstrips, 31-39 frames each; color. Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan. $5.75 each, $32.75 for the series.
   a. Ulysses in the Cave of Cyclops
   b. Jason and the Golden Fleece
   c. Golden Apples for the Hesperides
   d. Orpheus and Eurydice
   e. Pegasus and Bellerophon
   f. Daedalus and Icarus

d. A lesson in Mythology. 5 frames, based on MGM photoplay, The Living Idol. Education and Recreational Guides, Inc. 10 Brainerd Road, Summit, New Jersey. $7.50.


g. World History. The Classical Age: 5. The Hellenic Greeks. 6. The Hellenistic Greeks. 7. The Roman Empire. 48-57 frames each; color. Society for Visual Education. 1345 W. Diversey Parkway,
Chicago, Illinois. $6.00 each, $23.00 for the series. (1-4 of this series deal with the stone age peoples and the Near Eastern Civilizations; 9-12, with the Middle Ages.)

5. Language


Filmstrips


Realia

1. Maps


2. Models and Projects

a. Cook: The Edith M. Cook projects, Westtown, Pennsylvania. Models of Roman Temple, Roman house, etc.

b. University Museum, Extension Dept. 34th and Spruce Streets, Philadelphia, Pennsylvania. Original objects, models, mounted pictures and literature available for loan. Directions for making papyrus scroll (25¢); Roman house (50¢) and others.

3. Pictures

a. Metropolitan Museum (New York City) School Picture Sets, postcard size, 18¢ a set postpaid. Ancient Rome; The Olympic Games; Occupations and Crafts of Ancient Greece.
American Classical League, Oxford, Ohio.

1. Pledge of Allegiance in Latin
2. Preamble to the Constitution of the United States, showing Latin derived words.
3. Skeleton chart (Latin names for bones)
4. Dictionary chart
5. Legal terms
6. Latin phrases in common use
7. Derivation tree chart
8. Scientific inventions chart
9. Pater Noster chart
10. "The Atomic Age Speaks Latin and Greek"


c. Cuthbertson Latin Verb Wheel. 75¢. D. C. Heath, 475 South Dean Street, Englewood, New Jersey.
Discs

Caesar, readings and commentary, by Professor Moses Hadas.
Catalog #F-9976
One 12" LP plus text
Folkways---$5.95
121 West 47th Street, New York, N. Y.

Caesar's Gallic War. Recordings available from Pratt Library, Baltimore, Maryland.

Cicero, readings and commentary by Professor Hadas.
Catalog #FL-9975
One 12" LP plus text
Folkways---$5.95
121 West 47th Street, New York, N. Y.
(First oration against Catiline; On Old Age; Tusculan Disputations; On Moral Duties; Letter to Atticus.)

Essentials of Latin. An introductory course using selections from Latin Literature. Four 12" LP records.
Catalog #F-18112
$23.80
Accompanies text of the same name by J. F. C. Richards. Text published by Oxford University Press, 1600 Politt Drive, Fairlawn, New Jersey.
Folkways
121 West 47th Street, New York, N. Y.

Latin by the Natural Method. William Most. Regnery Publishers, 14 East Jackson Blvd., Chicago, Illinois. Information on number of discs and cost by writing to company.

Latin Aids to Pronunciation.
Catalog #LI-2-LA
10 lessons, 5-78 rpm discs plus text
Linguaphone---$15.75
Linguaphone Institute, 30 Rockefeller Plaza, New York 20, N. Y.

The Latin Language: Readings
Catalog #FL-9972
One 12" LP with text
Folkways---$5.95
121 West 47th Street, New York, N. Y.
Readings by Professor Hadas. Includes selections from Andronicus, Plautus, Cato the Elder, Cicero, Lucretius, Catullus, Virgil, Horace, Ovid, Tacitus.
Latin Readings
Catalog #L-166
5 - 12" LP, with text
Wible Language Institute, Allentown, Pennsylvania
$17.50 (extra text $1.00)

Linguaphone Latin Course
Catalog #L-159
5 - 78 rpm records
Wible Language Institute, Allentown, Pennsylvania
Written and illustrated by Dr. N. D. Rouse.
$17.50 with manual; extra manual $3.50.

Odes of Horace
Catalog #L-165
12" LP with text, $5.95
Wible Language Institute, Allentown, Pennsylvania
Read by J. F. C. Richards.

Ovid, Selections from
Catalog #L-168
12" LP with text, $5.95
Wible Language Institute, Allentown, Pennsylvania
Read by J. F. C. Richards. Metamorphoses; Daphne and Apollo; Narcissus and Echo.

The Story of Virgil's Aeneid
Catalog #FL-9973
Books I-III; IV; V-XII
12" LP with text
Folkways---$5.95
121 West 47th Street, New York, N. Y.
Read by Professor Hadas.

A recording of the Aeneid available on loan from Pratt Library, Baltimore, Maryland.

Slides

Ancient and Historic Rome
Catalog #S-2510
8 color slides: $1.00
Audio-visual Teaching Machines, Gaithersburg, Maryland.
The Appian Way and Tivoli
Catalog #IT-37
8 color slides: $4.00
Wible Language Institute, Allentown, Pennsylvania

Pompeii
Catalog #IT-39
8 color slides: $4.00
Wible Language Institute, Allentown, Pennsylvania

The Roman Forum
Catalog #IT-29
20 color slides: $9.85
Wible Language Institute, Allentown, Pennsylvania

Sightseeing in the Louvre Museum
Catalog #14
30 color slides: $12.50
Lambert Foundation, Inc., Box 352, Gambier, Ohio

Vestiges of Past Civilizations in France
Catalog #23
30 color slides: $12.50
Lambert Foundation, Inc., Box 352, Gambier, Ohio

Other Sources of Slides:

a. Pratt Library, Baltimore, Maryland
   Pompeii, Italy, and Rome.

b. Prothman, 7 Soper Avenue, Baldwin, New York. color slides, 90¢ each; b & w. 75¢ each. Discount for quantity. Catalogs available. Large supply of slides on classical subjects.


Tape Recordings

EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota; slow speed: $5.95 per tape; fast, $6.95.

Appella Me Series (Beginner Level)

DTL-100 Christopher Columbus; Goldilocks; Little Red Riding Hood (Track 1)
Little Boy Blue; Tom, Tom the Piper's Son; Georgie Porgie (Track 2)

DTL-101 Hansel and Gretel; Jack in the Beanstalk; Hey Diddle Diddle (Track 1)
Farmer in the Dell; Mary Had a Little Lamb; Humpty-Dumpty (Track 2)

DTL-102 Simple Simon; Jack and Jill; Old Woman Who Lived in a Shoe (Track 1)
Interview on Olympus I: Jupiter, Juno, Venus (Track 2)

DTL-103 Interview on Olympus II: Mercury; Diana; Apollo (Track 1)
Interview on Olympus III: Neptune; Minerva; Mars (Track 2)

Peter of Paris Series (Beginner Level)

DTL-150 Peter, Charles and Miss White talk about Latin (Track 1)
Peter, Charles and Miss White visit a museum (Track 2)

DTL-151 Peter, Charles and Miss White at the restaurant (Track 1)
Peter, Charles and Miss White visit the farm (Track 2)

The Living Text Series (Intermediate Level) (for second and third year)

DTL-400 Caesar Meets Ariovistus (Track 1)
The Death of the Helvetians (Track 2)

DTL-401 The Siege of Quintus Cicero (Track 1)
Panic at Vesontio (Track 2)

DTL-402 Cicero versus Catiline (Track 1)
Ecce Senator Romanus (Track 2)

DTL-403 The Death of Pliny the Elder (Track 1)
The Destruction of Pompeii (Track 2)

The Living Heritage Series (In English entirely)
(The Golden Legend Series)

DTH-100 The Story of Cupid and Psyche (Tracks 1 and 2)

DTH-101 Perseus Slays the Gorgon (Track 1)
Pyrrha and Deucalion (Track 2)
DTH-102  Theseus Slays the Minotaur (Track 1)
The Story of Phaethon (Track 2)

DTH-103  The Story of Jason and Medea (Tracks 1 and 2)

DTH-104  Philemon and Baucis (Track 1)
The Story of Midas (Track 2)

(The Trojan Cycle Series)

DTH-200  The Judgment of Paris (Track 1)
The Abduction of Helen (Track 2)

DTH-201  The Wrath of Achilles (Track 1 and 2)

DTH-202  Hector and Andromache (Track 1)
The Death of Patroclus (Track 2)

DTH-203  The Shield of Achilles (Track 1)
The Battle of Hector and Achilles (Track 2)

DTH-204  The Battle of Hector and Achilles (Track 1)
Priam Ransoms Hector's Body (Track 2)

(The Aeneid Cycle Series)

DTH-300  The Wrath of Juno (Track 1)
Venus Intervenes in Aeneas' Behalf (Track 2)

DTH-301  Dido's Passion and Death (Tracks 1 and 2)

DTH-302  The Descent to the Underworld (Track 1)
Allecto, The Fury (Track 2)

(The Great Author Series)

DTH-400  "The Seasons" of Vergil (Track 1)
Three poems by Sappho, Catullus and Theocritus (Track 2)

DTH-401  The Defense and Death of Socrates (Tracks 1 and 2)

DTH-402  Demosthenes against Philip (Track 1)
Pericles' Funeral Oration (Track 2)

DTH-403  Two Political Documents (Track 1) excerpts from Cicero's De Legibus,
The Melian Dialogue of Thucydides (Track 2)
Essentials of Latin

Four seven inch reels at 3-1/2 speed, dual track. Wible Language Institute, Allentown, Pennsylvania, $35.80. (same as item 4 under Discs.)

Latin Stimuli, 1124 Belknap Street, Superior, Wisconsin. Mr. Donald Honz.

Prospective buyers of the tapes listed below have the option of sending their own tapes to be recorded, or of letting Mr. Honz supply the tape, in which case there would be an extra charge for the tape. Mr. Honz will supply the tape at wholesale prices. Tape for 15 min. program - 75¢ at slow speed, $1.50 at fast speed. Service charge of $1.00, plus postage.

Tape No. 1 How Words Work --- 15 min.
Tape No. 2 How Words Change --- 15 min.
Tape No. 3 How Caesar Spoke --- 22 min. (A discussion of the pronunciation of Latin in the first century B.C.) Student scripts available: 10¢ for first copy, and 1¢ for each additional copy.
Tape No. 4 Cicero Versus Catiline (a dramatization) 15 minutes Student scripts, same prices as above.
Tape No. 9 Julius Caesar --- 10 minutes. Student worksheet available.

"Quis Sum" Series. Suitable for first three or four weeks of Level I.

Tapes No. 10 - 14 comprise the "Latine Lcquimur" Series:

Tape No. 10 General conversation about things in the classroom. 15 minutes. Worksheet available. Advanced first year.

Tape No. 11 Systematic introduction of vocabulary for things in the classroom. 15 minutes. Worksheet available. Advanced first year.

Tape No. 12 Discussion of simple Latin sentences in Latin; structure, cases, and general rules for agreement, use of cases, parts of speech. 15 minutes. Worksheet available. Advanced first level and second level.

Tape No. 13 Verb forms, tenses, moods, principal parts, with a little general conversation. 15 minutes. Worksheet available. Advanced first year, and second year.

Tape No. 14 A discussion in English of colloquial or spoken Latin. Then the two protagonists meet in the street and talk about everyday things in colloquial Latin. Approximately 15 minutes. Advanced first level and second level. Worksheet available.
Tape No. 15  Before Caesar Came---27 min.  (An interview-dialogue on the background for Caesar's conquest of Gaul.

Tape No. 16  Buried Cities---15 min.  (English entirely)

Tape No. 17  Homer's Odyssey---15 min.  (English entirely) Dramatization of the incident with the Cyclops. Student worksheet available.

Tape No. 19  What the Greeks Gave Us---15 min.  (English entirely) Worksheet available.

Tape No. 21  The Growth of the Roman Republic---15 min.  (English entirely) Worksheet available.

Tape No. 23  The Empire and the Caesars---15 min.  (English entirely) Worksheet available.

Tape No. 25  Hercules the Hero---15 min.  (English entirely) Worksheet available.

Tape No. 26  Nero's Rome---15 min.  (English entirely) Worksheet available.

Tape No. 27  Greek Goddess---15 min.  (English entirely) Worksheet available.

Tape No. 28  How Our Language Has Grown and Changed---15 min.  (English entirely) Worksheet available.

Sweet, W. Latin: A Structural Approach. Tape recordings accompanying this text available from Audio-Visual Center, University of Michigan, Ann Arbor, Michigan. Send blank reels of tape on which the material will be recorded at 50¢ per reel. The master tapes, totalling 20 seven inch reels, were recorded at fast speed, but slow speed (3.75) or dual track copies may be ordered.


1-A Pronunciation (Consonant Contrasts)
1-B Pronunciation (English-Latin Contrast)

2-A Reading Preview (Phrase and Sense Units)---Unit II
2-B Reading Reinforcement (Interrogatives)---Unit III
3-A Reading Reinforcement (Interrogatives)---Unit V
3-B Reading Reinforcement (Interrogatives)---Unit VI

4-A Reading Reinforcement (Interrogatives)---Unit VII
4-B Reading Reinforcement (Interrogatives)---Unit VIII

5-A Reading Reinforcement (Character Identification)---Units II, III
5-B Reading Reinforcement (Character Identification)---Units IV, VI

6-A Reading Reinforcement (Character Identification)---Units VIII, IX
6-B Reading Reinforcement (Character Identification)---Units IX, X

7-A Reading Reinforcement (Character Identification)---Later Units
7-B Reading Reinforcement (Character Identification)---Later Units

8 The Sound of Latin Literature (Reading of Short Excerpts from Latin Poets and Caesar)

9-27 Pattern Practice Exercises for Review and Comprehension of Grammar

28 Songs in Latin (Words and Music)
PART VIII

EVALUATION

Semper parātus...
EVALUATION

Weekly tests are important in the Latin class for measuring achievement and for diagnosing difficulties. Daily quizzes may be desirable at the beginning levels. Teacher-made tests as well as commercially published tests should be used. In addition, more comprehensive tests should be given upon completion of units of work. Some daily and weekly tests should be unannounced.

Oral testing is valuable for pronunciation, vocabulary, and forms because it provides immediate diagnosis and correction. It should be conducted at regularly planned intervals, particularly in Level I. Oral reading with correct phrasing and expression reflects comprehension and appreciation of prose and poetry.

In view of the fact that the main linguistic skill to be developed in the Latin class is the reading skill, the evaluation of pupil achievement involves mainly the use of written tests. The most common written tests are vocabulary, grammatical construction, reading comprehension and translation. The dictation is also a valuable test of comprehension, since it is a check on the student's accuracy in hearing and spelling, and on the degree of understanding of that which has been heard. All dictation tests should be rigidly controlled by the teacher, with definite rules for procedure, and for the number of times items will be repeated.

Regardless of the type of written test used, it is advisable to discuss the items immediately after the collection of the papers, if possible. Checked papers should be returned as soon as possible. The pupils are responsible
for correcting their own errors and for re-submitting their papers to the teacher for re-checking.

**Vocabulary tests.** The teacher should keep in mind that the students need to develop a recognition vocabulary which is considerably larger than the basic core of vocabulary needed for instant recall. Since most of the class work proceeds from Latin to English, most vocabulary tests should reflect this fact. However, tests which proceed from English to Latin are also necessary.

In all vocabulary tests the following forms should be required: For nouns, the nominative case, genitive case, and gender; for verbs, the principal parts (as many as have been taught); for adjectives, the masculine, feminine, and neuter; for prepositions, the case or cases governed.

In addition to the usual dictated vocabulary tests, the following variations are suggested: The teacher gives sentences containing Latin derivatives. In each case the students write the Latin source word and its English meaning. The teacher dictates Latin sentences, and indicates the words for which the students must write the meanings. Large, class size flash cards may be used. The vocabulary test may be given in printed form, with multiple choice items.

**Tests on grammatical forms and construction.** Only vocabulary well known to the majority of the class should be used in such tests. Both Latin-English and English-Latin tests should be given. The latter are valuable because they require the student to determine the appropriate form or construction.

Although the teacher may at times require only the declension of certain nouns, or synopses of certain verbs on a grammar test, a more valid test of the knowledge of syntax is usage in sentences.

Suggested variations: Filling in blanks in short Latin sentences; phrases underlined in short English sentences to be translated into Latin; substitution of one construction for another; multiple choice; asking for explanation of constructions underlined in Latin sentences; asking students to point out examples of certain types of usage in a Latin passage; tests on statements of grammatical principles. (CAUTION: Students sometimes are able to quote accurately principles which they cannot really apply or recognize.)

**Reading comprehension and translation tests.** Daily class performance in reading and translating is a good indicator of progress or of the lack of it. Nevertheless, scheduled formal testing is also desirable.
Comprehension might be tested by a set of questions in English on a particular passage. Proficiency in translation is tested by requiring the translation of a passage. Formal tests concerned with reading comprehension or translation should be at sight, that is, the student should not have read them beforehand if they are to be considered valid. It is not implied that new material would be included, but rather, that in Level I the teacher might prepare such passages using forms and constructions that have already been taught. Tests accompanying our Latin textbooks are available from the publishers. They contain passages of the type described above. The texts contain occasional sight passages which can be used as tests.

In Level III sight translation and sight reading comprehension tests should be given with increased frequency, using material from Latin authors. Since it is desirable to develop to some degree the skill of comprehension without conscious translation, achievement in this skill should also be tested several times during a semester. Open book tests may be used, depending on the teacher's purpose.

Dictation-translation tests are useful at all levels. The teacher dictates a passage or a group of sentences for the students to write and to translate.

The derivative-study phase of the program also requires evaluation. Tests of this type should involve the student's knowledge of the Latin root word, prefix, or suffix; its meaning; the meaning of the derivative; its spelling; its proper use in a sentence.

The cultural-historical phase of the program requires evaluation of the student's growth in appreciation of the values inherent in the Graeco-Roman heritage, and of the student's retention of definite factual information concerning it.

In addition to teacher-made tests and those available from the textbook publishers, standardized Latin tests are published by the Educational Testing Service, Princeton, New Jersey. The tests are sold under the title, Cooperative Latin Test: Elementary Form (Latin I); Advanced Form (Latin II - III). These tests are used in the County evaluation program annually.
There are several nationwide Latin examinations in which Latin students have traditionally participated. The oldest and best known of these is the Auxilium Latinum examination given each spring. Information concerning this test may be obtained from Dr. A. E. Warsley, Box 501, Elizabeth, New Jersey.

Other Latin tests of various kinds may be obtained from the following sources:

American Classical League
Miami University
Oxford, Ohio

American Education Press
400 South Front Street
Columbus, Ohio

Bureau of Educational Measurements
Kansas State College
Emporia, Kansas

Bureau of Education Service
University of Iowa
Iowa City, Iowa

Donald R. Honz
1902 Ogden Avenue
Superior, Wisconsin

Harvard University Press
Cambridge, Massachusetts

Iroquois Publishing Company
106 North Fayette Street
Syracuse, New York

Ohio Scholarship Tests
State Department of Education
Columbus 15, Ohio

State High School Testing
Service of Indiana
Purdue University
Lafayette, Indiana

World Book Company
Yonkers-on-Hudson, New York

GRADING

Student grades should reflect the quality of daily recitation, and the level of achievement in formal and informal tests, as described in the pages immediately preceding. The preparation of daily assignments should also be a factor. Students should be evaluated in terms of the objectives of the course as presented in this guide.
PART IX

ACTIVITIES

Otium cum dignitate...
ACTIVITIES

It is assumed that the creative teacher of Latin engages the students in such projects as compiling derivative notebooks, making charts, maps, sketches or models concerned with Roman life, preparing special reports, and in other activities which might increase their knowledge of the subject.

Other types of activities, intended less as a means of instruction than as a means of fostering enthusiasm, may be centered in the Latin club. Some of the projects sponsored by Latin clubs are preparation of showcase displays or bulletin boards, presentation of programs on Roman civilization or history at student assemblies or P.T.A. meetings, trips to local museums, Roman banquets, and publication of a newspaper.

Below is a list of source materials for Latin club activities.

Auxilium Latinum (Student newspaper)

Dr. Warsley
Box 501
Elizabeth, New Jersey

Baited Bulletin Boards

Fearon Publishers
2450 Fillmore Street
San Francisco 15, California

Blackboard Drawing

Fearon Publishers
2450 Fillmore Street
San Francisco, California

Easy Latin Plays

L. B. Lawler
Macmillan Company
New York, N. Y.
Annual Examinations

The *Auxilium Latinum* Nationwide Examination is discussed in Section IX of this guide, EVALUATION.

A few local classical organizations sponsor annual Latin tests of various types. These examinations are open to the Latin students of the Prince George's County Schools. The three best known local examinations are those of the Baltimore Classical Club; Georgetown University; and the vocabulary examination of the Junior Classical League of Maryland, held at its annual convention.
NATIONAL CLUBS

The Junior Classical League. The Latin club of the local school may become affiliated with the Junior Classical League. This is a national organization sponsored by the American Classical League, and composed of classical clubs in junior and senior high schools. After a club has joined it is known as a chapter of the organization.

The purpose of the League is to encourage among students an interest in and appreciation of the civilization, language and literature of ancient Greece and Rome.

The Junior Classical League of Maryland holds its annual convention in the spring. A state-wide newspaper, Pax Romana is published for the League by Annapolis High School. Articles are submitted by the member schools.

The Latin Honor Society. Schools may enroll in this society by writing to Dr. Warsley, Box 501, Elizabeth, New Jersey. A membership certificate is sent to each school, together with its assigned chapter number.

Once a school is enrolled, Latin students may become members either by maintaining an A average in Latin throughout the school year, or by scoring 90 or above in the Auxilium Latinum Annual Nationwide Examination.
Annual Examinations

The **Auxilium Latinum** Nationwide Examination is discussed in Section IX of this guide, EVALUATION.

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1. Tune of America (Ullman & Henry, Book I, p. 6)

Tē canō, Patria,  
Candida, Libera;  
Tē referet  
Portus et exulum  
Et tumulus senum;  
Libera montium  
Vōx resonet.

Tē canō, Patria,  
Semper et atria  
Ingenuum;  
Laudō virentia  
Culmina, flāmina;  
Sentīō gaudia  
Caelicolum.

2. Tune of God Bless America (Ullman & Henry, Book I, p. 406)

Dum nimbī cōgunt  
Trāns maria,  
Iūrēmus fidem  
Liberae terrae;  
Grātiam habeāmus  
Patriae pulchrae,  
Dum nōs cantāmus  
Sollemnī prece.

Deus Americam  
Benedīcat,  
Illam servet et dūcat  
Per noctem cum lūce altā;  
Dē montibus ad campōs,  
Ad maria undis albīs,  
Deus Americam  
Benedīcat.

3. Tune of America the Beautiful

Tū caelīs amplīs nobilis,  
Et flāvō grāmine,  
Et montibus purpureis,  
Et campō übere.  
Perfundat tibi grātiam  
Deus amplissimam;  
Sit insuper frāternitas  
Ad aquās nitidas.
4. Tune of the Marines’ Hymn

AB AULIS MONTEZUMAE

Ab aulis Montezumae
Tripolis ad litora
Pro patria contendimus
Caelo mari ac terrā.
Iusta, libera tūtāmur,
Et honesti vivimus.
Clarō nōmine gaudēmus:
Quippe classici sumus!

5. INTEGER VITAE (Ode 22, Book I, Horace) First three stanzas (Ullman & Henry, Book I, p. 408)

Integer vitae scelerisque purus
Non eget Mauris laculis nequ(e) arcū
Nec venēnātīs gravida sagittis
Fusce, pharētra,

Sive per Syrēs iter aestuōsas
Sive factūrus per inhospitālem
Caucasum vel quae loca fabulōsus
Lambit Hydaspēs

Namque mē silvā lupus in Sābīnā,
Dum meam canō Lalagen et ultrā
Terminus currīs vagor expeditīs
Fūgit inermēm.

6. GAUDEAMUS IGITUR (Ullman & Henry, Book I, p. 407)

Gaudeāmus igitur, Juvenēs dum sumus;
Post iūcundam inventūtem,
Post molestam senectūtem,
Nos habēbit humus,
Nos habēbit humus.

7. Tune of Yankee Doodle

Omne bene, sine poenā
Tempus est ludendi.
Venit hora absque morā
Libros dépōnendi.

Puerī et puellae
Tempus est ludendi.
Venita hora absque morā
Libros dépōnendi.
8. **Happy Birthday**

Felícem tibi
Nátalem diem
Felícem, mi
Nátalem tibi

9. **Twinkle, Twinkle Little Star**

Micā, micā, parva stella,
Mírōr quenām sīs tam bella.
Super terrā parvā pendis
Alba velut gemma splendēs;
Micā, micā, parva stella,
Mírōr quenām sīs tam bella.

**CHRISTMAS SONGS**

1. **Hark! The Herald Angels Sing**

Lūce cantant angelī: "Gloria nova Rāgī,
Terrae pax hominibus monstrat amōrem Deus."
Acclamāte angelī, canite O pōpulī
Proclāmāte omnibus, nātus est Jesus Christus.

Christē, tū altissimē, Christē, potens Dominē,
Veni, Desiderium, fer in domicilium,
Deus nobīs est praesens, salvē tū omnipotens
Inter hominēs Homo,
Homo Ûnō cum Deō.

2. **Tintinnābula (Jingle Bells)**

Per nīvēs cītō
Currō per agrōs
In levissimō
Facimus locōs;
Gaudia portant
Tintinnābula
Quem lūsum nobīs nunc donant
amoena Carmina.

Tintintin
Tintintin
Tintinnābulum
Currere inter nīvēs
O quantum gaudium!

Adeste fideles
Laeti triumphantes;
Venite, venite in Bethlehem;
Natum videte
Regem angelorum
Venite adoremus
Venite adoremus
Dominum.

Deum de Deo
Lumen de lumine
Gestant puellae viscera;
Deum verum
Genitum non factum
Venite, etc.

4. Alma Nox (Silent Night)

Alma nox, sancta nox
Natális est Christi
O Puer laudabilis
Dulcis et amabilis
Mátris nunc in sinu
Mátris nunc in sinu.

Alma nox, sancta nox
Pastórés veniunt
Alleluia cantant caela
Beátiissimí angelí
Pax et homínibus
Pax et homínibus.

Alma nox, sancta nox
Veniunt a Saba
Tús et aurum et myrrha
Régum splendida múnera
Christus est apud nó
Christus est apud nó.

5. Joy to the World

Gaudéte Dominus venit.
Regit Christus terram.
Locum praebéte Dominó
5. **Joy to the World (continued)**

   Et dāte glōriam
   Et dāte glōriam
   Et dāte glōriam
   Gaudēte, Christus imperat.
   Cautāte mortāles,
   Et celebrent eius laudem
   Agrī, saxa, collēs.
   (three times.)

6. **Dies Christī Albus (White Christmas)**

   Di-em Chris-tī al-bum som-ni-ō
   Per-si-mi-lem prae-ter-i-tīs
   Ubi ar-bo-rēs ni-tēnt
   Na-tī-que ar-dent sonīs tra-hae ni-vō-sīs.
   Di-em Chris-tī al-bum som-ni-ō
   Ut in om-nī char-tā scri-bō:
   "Di-es sint fes-tī-vī ti-bi
   Et fes-tā ni-vā-li-a Chris-tī."

7. **Aulam Sertī Adornāte (Deck The Halls With Wreaths of Holly)**

   Au-lam ser-tīs a-dor-nā-te,
   O-pus est hi-la-ri-ta-te.
   Clā-ras in-du-i-nur ves-tēs,
   Chris-tī gau-de-ā-tur fes-tis!

   Ar-det ec-ce fo-cō lig-num,
   Ci-tha-ra det cho-rō sig-num,
   Mo-dō ca-ni-te ca-ne-ro
   Dum Na-tā-lis ga-zas nar-rō.
PART X

SELECTED BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS

Ex libris ...
Background reading material for students is not designated according to level in these listings. The teacher should suggest to the students those items which are most related to the work of the class at a particular time. It is desirable that the teacher at times assign background reading in specific books or journals, and that he establish procedures for checking the students on the material. Books especially suitable for pupils have been starred.

Teachers should accumulate in their classrooms some of the books listed, in order that the pupils might have access to them. They should also encourage school librarians to purchase such books for the libraries.
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PERIODICALS

Auxilium Latinum, Box 501, Elizabeth, New Jersey.

Classical Journal, 820 N. Michigan Avenue, Loyola University, Chicago, Ill.

Classical Outlook, American Classical League, Miami University, Oxford, Ohio.

Classical World, Classical Association of the Atlantic States, Fordham University, 441 E. Fordham Road, New York 58, N. Y.

GENERAL REFERENCE WORKS


* * *


REFERENCE GRAMMARS


Seandon, Cora C. and Charles L. **Latin Grammar.** St. Louis: Herder.

**DICTIONARIES**


**LINGUISTIC HISTORY AND LITERARY DEVELOPMENT**

**Books**


Frank, T. **Life and Literature in the Roman Republic.** Berkeley: University of California, 1957.


Articles


POLITICAL AND CULTURAL HISTORY (General)

Books


**Articles**

*Journal Code: CJ---Classical Journal; CO---Classical Outlook; CW---Classical World*


Pratt, K., "Roman Anti-Militarism" CJ October, 1955, pp. 21-5.


Turner, J., "Roman Elementary Mathematics" CJ November, 1951, pp. 63-74.


POLITICAL AND CULTURAL HISTORY (Caesar)

Books


Articles

Journal Code: CJ---Classical Journal; CO---Classical Outlook; CW---Classical World

Carr, N. L., "Cicero, Pompey, Caesar" CO March, 1956, pp. 53-5.

Dean, I., "De Bellō Gallicō" CO March, 1952, p. 56.

Ernestine, F., "Ecce Caesar Nunc Triumphant" CO March, 1953, pp. 54-5.

Hoerber, R., "Our Calendar Two Thousand Years Old" CO January, 1956, pp. 33-4.


Marshall, D., "Thoughts on Caesar" CO March, 1957, p. 64.

Reilly, J., "A Former President's Views on Antiquity" CO December, 1953, p. 29.


POLITICAL AND CULTURAL HISTORY (Cicero)

Books


*Haskell, H., This Was Cicero. New York: Knopf, 1942.

Articles

Journal Code: CJ---Classical Journal; CO---Classical Outlook; CW---Classical World


Coleman, N., "Cicero's Contributions to the Text of the Twelve Tables" CJ November, 1950, pp. 51-60.


Levy, H., "Cicero, the Lawyer as Seen in His Correspondence" CW February, 1949, pp. 147-154.


LITERARY HISTORY (Vergil)

Books


Articles

Journal Code: CJ---Classical Journal; CO---Classical Outlook; CW---Classical World


Jeffrey, L., "Vergil and Milton" CO April, 1954, pp. 69-70.

Korfmacher, W. C., "Vergil, Spokesman for the Augustan Age" CJ April, 1956, pp. 329-334.


MYTHOLOGY

Books


Articles


PEDAGOGY (GENERAL INFORMATION AND METHODOLOGY)

Books


Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages. (1954 et seq.)

1954-56---General topics on the teaching of modern and classical Languages.

1957---The Language Classroom

1958---The Language Teacher

1959---The Language Learner

1960---Culture in Language Learning


Articles

Journal Code: CJ---Classical Journal; CO---Classical Outlook; CW---Classical World


Carroll, J., "An Educational Psychologist Looks at the Classics" CW April, 1956, pp. 189-194.


Fink, R., "Is the Ablative Absolute?" CO December, 1953, pp. 25-7.


Johnson, V., "Latin is More Than Linguistics" CJ April, 1958, p. 290.

Kelley, D., "Directed Reading in the Second Year" CO February, 1957, p. 52.


Korfmacher, W., "Classics in the Century's Sixth Decade" CO February, 1952, pp. 45-47.


Peckett, C., "Direct Method and the Classics" CJ April, 1951, pp. 331-4.


\(^1\) Especially recommended


Schuyler, T., "Sell Your Subject with a Roman Banquet" CO May, 1956, pp. 77-9.


Tapper, R., "And Proudly We Teach Latin" CO October, 1956, pp. 1-2.


White, D., "Cum Does Take the Ablative" CO March, 1952, p. 60.


PEDAGOGY (LEVELS I AND II)

Articles

Journal Code: CJ---Classical Journal; CO---Classical Outlook; CW---Classical World


Campbell, L., "School and College Textbooks in Greek and Latin" CW April, 1958.

Carr, W., "Objective Words in Latin" CO January, 1946.


_______, "The Functional Approach" CO April, 1950, pp. 73-75.


Coyle, E., "What Does It Come From?" CO February, 1946.


Lueker, I., "The Superior Student and the Classics" CJ November, 1953, pp. 49-52.

"Roman Proverbs" CJ February, 1951, pp. 244-8, and 272.


PEDAGOGY (LEVELS II, III AND BEYOND)

Articles

Fink, F., "Do Latin Participles Have Tense?" CO April, 1955, pp. 70-72.

Harris, W., "Cum Once More" CO March, 1953, pp. 59-60.


Meader, R., "On Teaching the Subjunctive and Other Matters" CO February, 1951, pp. 52-4.

Norwood, G., "Are We Teaching Vergil?" CJ February, 1950, pp. 219-223.


PEDAGOGY (VALUE OF THE CLASSICS)

Articles


Bennett, S., "Teaching for American Democracy Through Latin" CO October, 1951, pp. 1-3.


(Classical Association of the Atlantic States)

Leach, K., "Latin for Prospective Medical Students" CO March, 1954, pp. 57-8.


Seeger, R., "Classics and Science in American Education" CW February, 1958, pp. 121-2; 133-6.


FICTION WITH CLASSICAL BACKGROUND

This list is intended to give a few examples. Teachers should suggest other appropriate books. New works of fiction with a classical background are published annually.

All books listed herein are suitable for students.


