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LATIN--COURSE GUIDE.

BY- KENNEDY, DORA F. AND OTHERS

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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.  
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# FOREIGN LANGUAGE

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

WILLIAM S. SCHMIDT, SUPERINTENDENT

LATIN

Course Guide

Board of Education  
Prince George's County  
Upper Marlboro, Maryland

William S. Schmidt, Superintendent

Revised 1965

FL 000 591

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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.

Public Secondary Education  
in Maryland

Maryland State Department  
of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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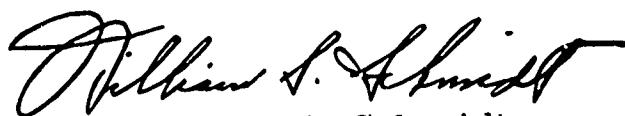
## FOREWORD

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.*  
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.

*Dora F. Kennedy*

Dora F. Kennedy  
Supervisor of Secondary Education

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# PART I

## INTRODUCTION

Ab initiō...

## 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, A Counsellor's Guide. Bulletin 1960, No. 20 (The place of Latin is discussed in this publication.) U. S. Office of Education.

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:

videre - mittere

3. To distinguish between dative and ablative plural, first and second declension, and the genitive singular, third declension.

puellis and amicis - gentis

(-is 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

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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.

Avēte, discipuli ... Hello, students  
 Avē, magistra ... Hello, teacher  
 Avē (or) Salvē ... Hello (or) Greetings  
 Valē / Valēte ... Goodbye  
 Adsum ... I am here  
 Quis hodiē abest? ... Who is absent today?  
 Herī 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 / Sedēte ... Sit down  
 Surge / Surgite ... Stand up.  
 Claude fenestram / ianuam ... Close the window / door.  
 Aperī fenestram / ianuam ... Open the window / door.  
 Aperīte / Claudite librōs ... Open / Close your books.  
 Quid agis? ) ... How are you?  
 Quō modō tēcum?)  
 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!  
 Gratiās tibi / vōbīs agō ... Thank you  
 Gratiās tibi (or) Gratiās 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 aperīte ... 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 rei 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)

3. Latin, Our Living Heritage

Breslove, Hooper, Barrett  
Charles E. Merrill Books, Inc.  
Columbus 16, Ohio

2. First Year Latin and Second Year Latin

Jenney  
Allyn and Bacon  
Englewood Cliffs, New Jersey  
(Teacher's manual available)

## 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, Gummere  
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

Carlisle and Richardson  
 Allyn & Bacon  
 Englewood Cliffs, New Jersey

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 a1)

## 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:

English Word	Meaning of	Use of Eng. word
Part of Speech / Definition / Latin Source Word / Latin Word /	Latin Word /	in short sentence

- 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:

Eng. Word	Latin Root	Prefix or	Literal	Dictionary
Part of Speech /	Word and	Suffix and	Meaning of	def. of
Meaning /	Meaning /	Meaning /	English Word /	English Word

- 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.

## LESSON XIV, LATIN FOR AMERICANS, BOOK I

## 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
  - 2. Oral reading and translation of the Latin passage, Servi.
  - 3. Grammar
    - a. Vocative case
      - 1. Its position in the sentence
    - b. Prepositions of place: ab, dē, 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, dē, ex.
- F. To clarify the use of the ablative case with prepositions of place, ab, dē, ex.
- G. To make clear the use of ā, 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. Vocā amicum tuum, Mārce.
3. Nonne cenam parāvistis, puellae?
4. Fīlia, movē praedam.
5. Movē carrum, puer.
6. Servi, pecuniam non merēbitis.
7. Soci, captīvōsne 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

infrā

intrā

iūxtā

praeter

prope

propter

suprā

ultrā

versus

## PREPOSITIONS - FORMS AND FUNCTIONS

### LEVEL II

#### 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 (igni)Accusative plural endings in third declension (īs - ēs)Accusative singular of turris (turrim)Ending-ubus (dative and ablative)quercustribusarcuslacus (possible)Dative and ablative of bōs

Greek nouns

Indeclinable nouns-fās

Nouns in more than one declension

vāsplēbsSponte (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

meminī

miseret

oblivīscor

rēfert

reminīscor

paenitet

piget



## NOUNS - FUNCTIONS

## LEVEL III

## GENITIVE CASE (continued)

pudet

taedet

## DATIVE CASE

Special verbs (See VERBS-FUNCTIONS - Level II)

## ACCUSATIVE 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 . . . aliusalii . . . aliialter . . . altertālis . . . quālistantus . . . quantustot . . . 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

summusmedius

## AGREEMENT

Of predicate adjective or participle with compound subject

## COMPARISON

Lacking positive degree

propior - proximusprior - 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

quīvis

quīlibet

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

meī

tui

sui

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

jactōcursō

## 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

## VERBS - FUNCTIONS

## LEVEL III

## 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 . . .

futurum esse . . .

## SUPINE

## Accusative supine

purpose  
may have direct object

## Ablative supine

auditū  
cognitū



## VERBS - FUNCTIONS

## LEVEL III

## SUPINE (continued)

dictūfactūvīsū

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 ENDINGstatimpaulatim

## ADVERBS - FUNCTIONS

## LEVEL III

(Review all functions taught in Levels I and II)

## ACCUSATIVE CASE

prīdiē )

) )

postrīdiē )

) used like prepositions

propius )

) )

proximē )

## GENITIVE OF THE WHOLE

parumsatispartimprīdiē ejus diēi and postrīdiē ejus diēi

## NUMERAL ADVERBS

Semel

## PREPOSITIONS - FORMS AND FUNCTIONS

## LEVEL III

(Review all prepositions presented in Levels I and II)

## GOVERNING ABLATIVE CASE

tenu

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

1. agricola (m)
2. amīcītia
3. aqua
4. Britannia
5. casa
6. causa
7. cōpia
8. cōpīae
9. dea
10. dīligentia
11. fābula
12. fāma
13. fīlia
14. fortūna
15. fossa\*
16. fuga
17. Gallia
18. Germania
19. Graecia
20. grātia
21. hōra
22. iniūria
23. inopia\*
24. īnsula
25. Italia
26. lingua
27. memoria
28. nātūra
29. nauta (m)
30. ōra\*
31. Patria
32. pecūnia
33. poena
34. poēta (m)
35. puella
36. rēgīna
37. sapientia
38. Rōma
39. silva

40. terra
41. via
42. victōria
43. vīlla
44. vīta

Second Declension

1. ager
2. amīcus
3. animus
4. annus
5. arma
6. auxilium
7. beneficium
8. bellum
9. captīvus
10. castra
11. cōnsilium
12. deus
13. equus
14. exemplum
15. factum
16. fīnitimī\*
17. frūmentum
18. Gallus
19. Germānus
20. impedimentum
21. iūdicium\*
22. imperium
23. impedīmenta
24. lēgātus
25. liber librī
26. locus
27. loca (n)
28. Mārcus
29. modus
30. mūrus\*
31. nāvīgium\*

32. negōtium
33. numerus
34. officium
35. oppidum
36. perīculum
37. populus
38. praemium
39. praesidium
40. puer
41. rēgnum
42. Rhēnus
43. servus
44. signum
45. socius
46. spatium
47. tēlum
48. vallum
49. vir

## LEVEL I

## NOUNS

Third Declension  
(masculine)

- |                |                |            |
|----------------|----------------|------------|
| 1. Caesar      | 11. hiems      | 12. tempus |
| 2. civis       | 12. laus*      | 13. vulnus |
| 3. collis*     | 13. legiō*     |            |
| 4. cōsul       | 14. lēx        |            |
| 5. dolor*      | 15. libertās   |            |
| 6. dux         | 16. lūx        |            |
| 7. eques*      | 17. magnitūdō* |            |
| 8. explorātor* | 18. māter      |            |
| 9. fīnes       | 19. mēns*      |            |
| 10. finis      | 20. mors       |            |
| 11. frater     | 21. mulier     |            |
| 12. homō       | 22. multitudō* |            |
| 13. hostis     | 23. nāvis      |            |
| 14. ignis      | 24. nox        |            |
| 15. imperātor  | 25. orātiō     |            |
| 16. miles      | 26. pars       |            |
| 17. mōns       | 27. pāx        |            |
| 18. nēmō       | 28. potestās   |            |
| 19. ordō       | 29. ratiō      |            |
| 20. pater      | 30. salūs      |            |
| 21. pedes*     | 31. servitūs*  |            |
| 22. pēs        | 32. turris*    |            |
| 23. pōns       | 33. urbs       |            |
| 24. princeps   | 34. virtūs     |            |
| 25. rēx        | 35. vis        |            |
| 26. timor*     |                |            |

## (neuter)

## (feminine)

- |                  |                    |
|------------------|--------------------|
| 1. aestās        | 1. animal*         |
| 2. altitūdō*     | 2. caput           |
| 3. auctōritās    | 3. corpus          |
| 4. caedēs*       | 4. flūmen          |
| 5. celeritās     | 5. genus           |
| 6. civitās       | 6. iter            |
| 7. cohors*       | 7. iūs             |
| 8. condiciō      | 8. mare            |
| 9. cōsuētūdō*    | 9. nihil (indecl.) |
| 10. difficultās* | 10. nōmen          |
|                  | 11. rūs*           |

## Fourth Declension

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

## Fifth Declension

1. aciēs\*
2. diēs (m&f)
3. fidūs
4. rēs
5. spēs

## LEVEL I

## ADJECTIVES

## First &amp; Second Declensions

1. aequus
2. altus
3. amicus
4. amplus\*
5. barbarus
6. bonus
7. certus
8. clārus
9. crēber\*
10. cupidus\*
11. dexter\*
12. ēgregius
13. finitimus
14. firmus
15. grātus
16. idōneus\*
17. imperītus\*
18. inimīcus
19. inīquus\*
20. integer
21. lātus
22. līber lībera līberum
23. longus
24. magnus
25. malus
26. medius
27. meus
28. miser
29. multus
30. noster
31. nōtus
32. novus
33. nūllus
34. parvus
35. pauci -ae -a
36. perītus\*
37. proximus
38. pūblicus
39. pulcher
40. reliquus

41. sacer
42. sinister\*
43. summus
44. suus
45. tantus\*
46. tardus\*
47. timidus
48. tuus
49. ūllus
50. vērus
51. vester

## Third Declension

1. ācer
2. brevis\*
3. celer
4. commūnis
5. difficilis
6. dissimilis
7. equester\*
8. facilis
9. fortis
10. gravis
11. levis
12. mīlitāris\*
13. nōbilis
14. omnis
15. pedester\*
16. satis (indecl)
17. similis
18. tālis\*

## Cardinals

- ūnus  
duo  
trēs  
quattuor  
quīnque

- sex  
septem  
octō  
novem  
decem  
undeceim  
duodecim  
vīgintī  
centum  
ducentī ae a  
mille

## Ordinals

- prīmus  
secundus  
tertius  
quārtus  
sextus\*  
septimus\*  
octāvus\*  
nōnus\*  
decimus\*  
ūndecimus\*  
duodecimus\*

## PRONOUNS

1. aliquis\*
2. ego
3. hic
4. idem
5. ille
6. ipse
7. is
8. quī
9. quis
10. -- suī
11. iū

## LEVEL I

## VERBS

## First Conjugation

1. amō
2. appellō
3. appropinquō (dat)\*
4. comparō\*
5. cōservō
6. convocō
7. dēmōnstrō
8. dō
9. ēvocō
10. exīstimō
11. expugnō
12. exspectō
13. habitō
14. hortor\*
15. imperō (dat)
16. iūdicō
17. labōrō
18. liberō
19. locō\*
20. narrō
21. nāvigō
22. negō\*
23. nūntiō
24. occupō
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. doceō
7. habeō
8. iubeō
9. maneō
10. moneō
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. respondeō
23. retineō
24. sedeō
25. studeō (dat)\*
26. sustineō
27. teneō
28. terreō
29. timeō
30. vereor\*
31. videō

## Third Conjugation

1. abdūcō\*
2. accipiō
3. addūcō
4. agō
5. āmittō
6. ascendō

7. capiō
8. cēdō
9. cognōscō
10. cōgō
11. committō
12. cōficiō
13. coniciō\*
14. cōnscribō\*
15. cōsistō
16. cōsulō
17. contendō
18. crēdō (dat)
19. cupiō
20. dēfendō
21. dēficiō\*
22. dēligō
23. dēpōnō
24. dīcō
25. dīmīttō
26. discēdō
27. dūcō
28. ēducō
29. excēdō
30. expellō
31. faciō
32. gerō
33. iaciō
34. incendō\*
35. incipiō
36. incolō
37. indūcō\*
38. īnstruō
39. interclūdō
40. interficiō
41. intermittō
42. mittō
43. ostendō
44. patior\*
45. pellō
46. perdūcō\*

## LEVEL I

## VERBS

## Third Conjugation

47. petō
48. pōnō
49. praeficiō
50. praemittō
51. premō
52. prōcēdō
53. prōdūcō
54. prōpōnō
55. quaerō
56. rapiō
57. recipiō
58. reddō
59. redūcō
60. regō
61. relinquō
62. remittō
63. resistō\*
64. scrībō
65. sequor\*
66. sūmō
67. suscipiō
68. trādūcō
69. vincō

## Fourth Conjugation

1. audiō
2. conveniō
3. impediō
4. mūniō
5. perveniō
6. sciō
7. sentiō
8. veniō

## Irregular Verbs

1. absum
2. adsum
3. dēsum\*
4. eō\*
5. ferō\*
6. fiō\*
7. īferō\*
8. inquit
9. mālō\*
10. nōlō\*
11. oportet\*
12. possum
13. praesum
14. sum
15. volō\*

## LEVEL I

## PREPOSITIONS

1. ā, ab
2. ad
3. ante
4. apud
5. cum
6. dē
7. ē, ex
8. in
9. in
10. inter
11. per
12. post
13. prō
14. propter \*
15. sine
16. trāns

## 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

## INTERJECTIONS

1. ecce
2. iō

19. sī
20. simul atque \*
21. tamen
22. ut \*

## IDIOMS

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

## ENCLITICS

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

## LEVEL I

## ADVERBS

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



## BASIC VOCABULARY AND IDIOMS for LEVEL II

## NOUNS

## First Declension

1. ancora
2. angustiae
3. aquila
4. cūstōdia
5. fidūcia
6. incola
7. industria
8. īnsidiae
9. litterae, -ārum
10. māteria
11. perfidia
12. perfuga
13. porta
14. praeda
15. pugna
16. rīpa
17. tenebrae
18. vigilia

## Second Declension

1. carrus
2. castellum
3. cibus
4. colloquium
5. dētrīmentum
6. gladius
7. hīberna, -ōrum
8. inimīcus
9. iugum
10. iūmentum \*
11. mandātum
12. nūntius
13. pābulum
14. pāgus
15. perfugium
16. pilum
17. praefectus
18. rēmus
19. saxum
20. scūtum

21. stipendium
22. trīduum
23. vadum
24. ventus
25. verbum
26. vīcus

## Third Declension

1. adulēscēns, -entis
2. agger, -eris
3. agmen, -inis
4. clāmōr, -ōris
5. classis, classis
6. cliēns, -entis
7. contentiō, -ōnis \*
8. ēruptiō, -ōnis
9. facultās, -ātis
10. famēs, famis
11. frīgus, -oris
12. frōns, frontis
13. gēns, gentis
14. hospes, -itis
15. iuvenis, iuvenis
16. lapis, -idis
17. latus, -eris
18. lēgātiō, -ōnis
19. lītus, -oris
20. mēnsis, mensis
21. mercātor, -ōris
22. mōs, mōris
23. obses, -idis
24. obsidiō, -ōnis
25. occāsiō, -ōnis
26. onus, -eris
27. opēs, opum (pl.)
28. oppugnātiō, -ōnis
29. opus, operis
30. palūs, -ūdis
31. pecus, -oris
32. plēbs, plēbis
33. precēs, -um (pl.)
34. profectiō, -ōnis

35. sōl, sōlis
36. statiō, -ōnis
37. tempestās, -ātis
38. uxor, -ōris
39. vallēs, vallis
40. vestis, vestis
41. viātor, -ōris
42. vōx, vōcis

## Fourth Declension

1. aestūs
2. commeātus
3. conventus
4. cruciātus
5. discessus
6. equitātus
7. ēventus
8. gradus
9. magistrātus
10. occāsus
11. portus
12. ūsus

## Fifth Declension

1. facies
2. merīdiēs, (m)
3. plānitiēs
4. speciēs

## LEVEL II

## ADJECTIVES

## First &amp; Second Declensions

1. angustus
2. apertus \*
3. aptus \*
4. asper, -era, -erum
5. binī
6. commodus
7. continuus
8. dēfessus
9. dubius \*
10. ēditus
11. maritimus
12. mātūrus
13. nōn nullī, -ae, -a
14. nullus
15. plēnus
16. plērīque
17. posterus
18. propinquus
19. repentīnus
20. saucius \*
21. singulī
22. sōlus
23. summus
24. suprēmus
25. ternī
26. tōtus
27. tūtus
28. ūllus

## Third Declension

1. alacer
2. ceterior
3. dēclīvis
4. incolumis
5. inermis
6. inferior, -ius
7. infirmus

8. quālis
9. recēns, -entis
10. singulāris
11. superior
12. turpis
13. ūtilis, inutilis
14. vetus, veteris

Pronominal Indefinite  
Adjectives

1. alius
2. alter
3. aliquī \*
4. neuter
5. quī
6. quīdam
7. quisquam
8. quisque
9. uter
10. uterque

## VERBS

## First Conjugation

1. aedificō
2. arbitror
3. auxiliō
4. clāmō
5. collocō
6. commendō
7. cōnor
8. dēcertō
9. dīnico
10. explōrō
11. mandō

12. moror
13. perturbō
14. dēspērō
15. populor
16. probō
17. sollicitō
18. sublevō
19. suspicor
20. vagor
21. vāstō

## Second Conjugation

1. adhibeō
2. augeō
3. impleō \*
4. invideō
5. obsideō
6. placeō
7. polliceor
8. tueor
9. videor

## LEVEL II

## VERBS

## Third Conjugation

1. accidit
2. adiungō
3. advertō \*
4. afficiō
5. aggredior
6. animadvertō
7. attingō
8. aufugiō
9. cadō
10. caedō
11. cernō
12. claudō
13. cōnfligō
14. coniungō
15. cōnsequor
16. cōnspiciō
17. corrumpō
18. currō
19. dēdō
20. dēficiō
21. dēserō
22. dēspiciō \*
23. dīripiō
24. dispergō
25. dīvido
26. efficiō
27. effugiō
28. ēgredior
29. ēripiō
30. ērumpō
31. ēvertō
32. exclūdō \*
33. faciō
34. frangō
35. fruor \*
36. fugiō
37. incīdō
38. inclūdō

## Irregular

1. adeō
2. afferō \*
3. coepī
4. cōnferō
5. cōnstat
6. dēferō
7. dēsum
8. eō
9. exeō
10. ferō
11. fiō
12. ineō
13. īnferō
14. īnsto
15. intereō
16. interest
17. intersum
18. mālō
19. nōlō
20. ōdī
21. oportet
22. redeō
23. stō
24. trānseō
25. volō

## Fourth Conjugation

1. adorior
2. comperiō
3. expediō
4. orior
5. reperiō \*

## LEVEL II

## 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. hūc
7. inde
8. magis
9. multum
10. noctū
11. parum \*
12. paulātim
13. paulum
14. plērumque
15. plūrimum
16. plūs
17. postrīdiē
18. prīdiē
19. procul
20. repente
21. semel
22. sīc
23. simul
24. subitō
25. ter
26. ubīque \*
27. undique

## IDIOMS \*

1. aciem instruere
2. ancoram tollere
3. bellum cōficere
4. bellum īferre \*
5. certiōrem facere \*
6. cōsilium capere \*
7. eōdem ferē tempore
8. fāma est
9. iās est
10. grātiās agere \*
11. grātiām habēre \*
12. in animō habēre
13. integrīs vīribus
14. locus aequus
15. magnō usū 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 dēfēnsōribus
24. opus est \*
25. paucīs ante annīs
26. post diem tertium
27. posterō diē
28. praeter opinionem
29. sē cōferre \*
30. sē referre \*
31. signō datō
32. terrā marīque
33. turpe est
34. vulneribus cōfectus

\* 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. donec
7. etsi
8. namque
9. neque enim
10. ne...quidem
11. neve or neu
12. non modo...sed etiam
13. non solum...sed etiam
14. posteaquam
15. postquam
16. priusquam
17. propterea quod
18. quamquam
19. quasi
20. quia
21. quin
22. quin etiam
23. quo
24. quod si
25. quo minus
26. quoad
27. sive or seu
28. tam...etsi
29. tam...quam
30. ut - uti
31. ut - ita
32. utrum
33. vel
34. vel...vel

## INTERJECTIONS

1. eheu
2. heu
3. o

## ENCLITICS

1. -ne...-ne
2. -ve...-ve

## BASIC VOCABULARY AND IDIOMS FOR LEVEL III

## NOUNS

- |                |               |                |
|----------------|---------------|----------------|
| 1. adulēscētia | 41. grātia    | 7. atrōx       |
| 2. aedēs       | 42. incendium | 8. audāx       |
| 3. aetās       | 43. interitus | 9. benignus    |
| 4. āmentia     | 44. invidia   | 10. cēteri     |
| 5. āra         | 45. īra       | 11. clēmēns    |
| 6. aspectus    | 46. iūs       | 12. cotīdiānus |
| 7. atrocitas   | 47. latrō     | 13. cruentus   |
| 8. auctōritās  | 48. laus      | 14. dūrus      |
| 9. audācia     | 49. lingua    | 15. exiguus    |
| 10. auspiciū   | 50. lūx       | 16. frequēns   |
| 11. avāritia   | 51. metus     | 17. frētus     |
| 12. beneficium | 52. mūnus     | 18. hesternus  |
| 13. caelum     | 53. odium     | 19. illūstris  |
| 14. calamitās  | 54. opera     | 20. immānis    |
| 15. carcer     | 55. ōrātiō    | 21. immortālis |
| 16. comitium   | 56. ōrdō      | 22. improbus   |
| 17. cōnātus    | 57. ōtium     | 23. inānis     |
| 18. coniūnx    | 58. pectus    | 24. indignus   |
| 19. coniūrātī  | 59. pestis    | 25. ingēns     |
| 20. cōntiō     | 60. querella  | 26. invītus    |
| 21. crīmen     | 61. scelus    | 27. iūcundus   |
| 22. culpa      | 62. sīca      | 28. levis      |
| 23. cūra       | 63. silentium | 29. nefārius   |
| 24. cōsulātus  | 64. studium   | 30. nimius     |
| 25. cūria      | 65. tēctum    | 31. nocturnus  |
| 26. cursus     | 66. temeritās | 32. ōtiōsus    |
| 27. custōs     | 67. triumphus | 33. particeps  |
| 28. dignitās   | 68. venēnum   | 34. perditus   |
| 29. domicilium | 69. venia     | 35. prīstinus  |
| 30. exilium    | 70. vinculum  | 36. saevus     |
| 31. exitus     | 71. virgō     | 37. salvus     |
| 32. fātum      | 72. vitium    | 38. secundus   |
| 33. fax        |               | 39. sevērus    |
| 34. ferrum     |               | 40. studiōsus  |
| 35. flāgitium  |               | 41. supplex    |
| 36. flamma     |               | 42. tenuis     |
| 37. frequentia |               | 43. vīvus      |
| 38. frūctus    |               |                |
| 39. fūrtum     |               |                |
| 40. glōria     |               |                |

## ADJECTIVES

1. acerbus
2. aeger
3. aeternus
4. aliēnus
5. amēns
6. antiqūus

## LEVEL III

## PRONOUNS

1. aliquot
2. iste
3. quicumque
4. quisquam
5. unusquisque

## VERBS

1. accidō
2. agitō
3. amittō
4. aperiō
5. careō
6. censeō
7. commemorō
8. comprehendō
9. considerō
10. crescō
11. cūrō
12. damnō
13. discernō
14. decet
15. demonstro
16. doceō
17. doleō
18. dormiō
19. exerceō
20. exigō
21. experior
22. expōnō
23. exstinguō
24. fallō
25. fateor
26. fidō
27. flagrō
28. fingō
29. guadeō
30. haereō
31. indicō
32. inquam
33. insidior

34. lateō
35. licet
36. mereor
37. molliō
38. monstrō
39. morior
40. multō
41. mutō
42. nascor
43. nesciō
44. negō
45. nōscō
46. notō
47. oportet
48. optō
49. orō
50. patefaciō
51. perdō
52. pereō
53. placō
54. poscō
55. potior
56. praetereō
57. reddō
58. ruō
59. sanō
60. serviō
61. sinō
62. soleō
63. spoliō
64. statiō
65. subeō
66. sumō
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. tametsi
14. verum

## ADVERBS

1. adhuc
2. aliquandō
3. audacter
4. hodiē
5. libenter
6. nimis
7. nuper
8. palam
9. penitus
10. praesertim
11. praeterea
12. profectō
13. potissimum
14. potius
15. solum
16. sponte
17. vehementer

## LEVEL III

## IDIOMS \*

1. addūcere in iudicium
2. dare poenas (supplicium)
3. frequēns senātus
4. hesternō diē
5. hodiernō diē
6. iam)
7. diū)
8. iūs iūrandum
9. memoriā teneō
10. multō magis
11. non solum (modo)
12. operae pretium est
13. post hominem
14. post urbem conditam
15. praemiis eum affecit
16. pretio sollicitare
17. punctum temporis
18. quā de causā
19. quae cum ita sint
20. quaerere ab eō
21. quam ob rem
22. quem ad modum
23. sed etiam
24. sumere poenas (supplicium) de
25. tenere eos captos
26. videor mihi videre

## 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.



## PROSE AND POETRY

## LEVELS II AND III

## 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:

- (1) Burris and Cassan. Latin and Greek in Current Use. Prentice-Hall, second edition 1949.
- (2) Jones, Powell. Practical Word Study. Oxford University Press, 1952.
- (3) Lee, Lulu. The Latin Elements in English Words. Exposition Press, New York, 1959.

## LATIN ABBREVIATIONS USED IN WRITING AND PRINTING

ABBREVIATION	LATIN	ENGLISH DEFINITION
A. B.	Artium Baccalaureus	Bachelor of Arts
A. D.	Anno Domini	in the year of our Lord
ad inf.	ad infinitum	to infinity
ad int.	ad interim	in the meantime
ad lib.	ad libitum	as desired
a. m.	ante meridiem	before noon
A. R.	Anno regni	in the year of the reign
A. U. C.	Ab urbe condita	from the founding of the city
d.	denarius	penny
D. D.	Divinitatis Doctor	Doctor of Divinity
D. F.	Defensor Fidei	Defender of the Faith
D. G.	Deo gratias	Thanks to God
D. V.	Deo volente	God willing
e. g.	exempli gratia	for example
et al.	et alii	and others
etc.	et cetera	and so forth
et seq.	et sequens	and the following
ibid.	ibidem	in the same place
id.	idem	the same
i. e.	id est	that is
in trans.	in transitu	on the way



ABBREVIATION	LATIN	ENGLISH DEFINITION
J. C. D.	Juris Civilis Doctor	Doctor of Civil Law
L.	liber	book
lb.	Libra or Librae	pound or pounds
l. c.	loco citato	in the place cited
Lit. D. or Litt. D.	Lit(t)erarum Doctor	Doctor of Letters
LL. B.	Legum Baccalaureus	Bachelor of Laws
LL. D.	Legum Doctor	Doctor of Laws
M.	meridiem	noon
M. A.	Magister Artium	Master of Arts
M. D.	Medicinae Doctor	Doctor of Medicine
MUS. B.	Musicae Baccalaureus	Bachelor of Music
Mus. D.	Musicae Doctor	Doctor of Music
N. B.	nota bene	note well
n.	natus	born
No. or no.	numero	number
nol. pros.	nolle prosequi	to be unwilling to prosecute
non seq.	non sequitur	it does not follow
op. cit.	opere citato	in the work cited
per an.	per annum	by the year
Ph. B.	Philosophiae Baccalaureus	Bachelor of Philosophy
Ph. D.	Philosophiae Doctor	Doctor of Philosophy
P. M. or p. m.	post meridiem	afternoon

ABBREVIATION	LATIN	ENGLISH DEFINITION
pro tem.	pro tempore	temporarily
prox.	proximo	next
P.S.	postscriptum	postscript
Q.E.D.	quod erat demonstrandum	which was to be demonstrated
Reg.	Regina	queen
R.I.P.	requiescat in pace	may he rest in peace
scil.	scilicet	namely
S.F.Q.R.	senatus populusque Roman	the Senate and the Roman people
sq.	sequens	the following
S.T.D.	Sacrae Theologiae Doctor	Doctor of Sacred Theology
sup.	supra	above
s.v.	sub voce or sub verbo	under the title
v.	vide	see
viz.	videlicet	namely
V.M.D.	Veterinariae Medicine Doctor	Doctor of Veterinary Medicine
v.s.	vide supra	see above
v. or vs.	versus	against

(Teacher should add others)

## LATIN EXPRESSIONS USED IN ENGLISH

(Those listed under ABBREVIATIONS have not been repeated here.)

LATIN	ENGLISH DEFINITION
ab initio	from the beginning
ab origine	from the origin
addenda	things to be added; list of additions
ad finem	to the end
ad hoc	said of a body elected or appointed for a definite work
ad nauseam	to the point of disgust
ad rem	to the purpose; to the point
ad valorem	according to the value
Agnus Dei	Lamb of God
alter ego	another self
a posteriori	from effect to cause
a priori	from cause to effect
ars longa, vita brevis	art is long, life is short
bona fide	in good faith
carpe diem	seize the opportunity
casus belli	that which causes or justifies war
caveat emptor	let the purchaser beware
cave canem	beware of the dog
circa	about, approximately
cogito, ergo sum	I think, therefore I exist

## LATIN

## ENGLISH DEFINITION

corpus delicti	the body of evidence of the crime
corrigenda	things to be corrected; a list of errors
cui bono ?	for whose advantage?
cum grano salis	with a grain of salt
cum laude	with honor
de facto	in point of fact
de gustibus non disputandum	there is no disputing about tastes
de jure	from the law; by right
de novo	anew
Deo gratias	thanks to God
de profundis	out of the depths
Dominus vobiscum	the Lord be with you
dramatis personae	characters of the drama or play
dulce et decorum est pro patria mori	it is sweet and glorious to die for one's country
dum spiro, spero	while I breathe, I hope
dum vivimus, vivamus	while we live, let us live
ecce homo	behold the man
editio princeps	the first edition (printed) of a book
emeritus	retired after long service
e pluribus unum	one composed of many
errata	errors; list of errors

## LATIN

## ENGLISH DEFINITION

excelsior

higher

exeunt omnes

all go out

exit

he (she) goes out

ex libris

from the books (of)

ex officio

by virtue of (his) office

ex post facto

after the deed is done; retroactive

extra muros

beyond the walls

festina lente

hasten slowly

fiat lux

let there be light

finis coronat opus

the end crowns the work

flagrante delicto

in the commission of the crime; redhanded

fortes fortuna juvat

fortune favors the brave

habeas corpus

writ inquiring into imprisonment

hic jacet

here lies

Homo Sapiens

man

humanum est errare

to err is human

in aeternum

forever

in extremis

at the point of death

in loco

in proper place

in loco parentis

in the place of a parent

in medias res

into the midst of things

in memoriam

in memory

in nomine

in the name of

LATIN	ENGLISH DEFINITION
in perpetuum	forever
in re	in the matter of
in rerum natura	in the nature of things
in situ	in its original position
inter alia	among other things
inter nos	among ourselves
in toto	in the whole; entirely
in vino veritas	truth is told under the influence of liquor
ipso facto	by the very fact
laborare est orare	to labor is to pray
labor omnia vincit	labor conquers everything
lapsus calami	a slip of the pen
lapsus linguae	a slip of the tongue
lapsus memoriae	a slip of the memory
magna cum laude	with high honor
magnum opus	a great work
mala fide	with bad faith; treacherously
materfamilias	mother of a family
mea culpa	my fault; by my fault
me jndice	in my opinion
memento mori	remember that you must die
mens sana in corpore sano	a sound mind in a sound body

## LATIN

## ENGLISH DEFINITION

mirabile dictu	wonderful to relate
mirabile visu	wonderful to see
modus operandi	manner of working
modus vivendi	manner of living
multum in parvo	much in little
ne plus ultra	nothing further; perfection
nolens volens	unwilling or willing
non compos mentis	not of sound mind
non sequitur	it does not follow
nota bene	note well
nunc aut numquam	now or never
obiter dictum	a thing said by the way
omnia vincit amor	love conquers all things
ora et labora	pray and work
pari passu	side by side
passim	everywhere; throughout
paterfamilias	father of a family
pax vobiscum	peace be with you
per capita	by the head
per diem	by the day
per	for, through, by
per se	of itself

LATIN	ENGLISH DEFINITION
persona non grata	an unacceptable person
plebs	the common people
prima facie	at first view or consideration
primo	in the first place
pro bono publico	for the good of the public
pro et con (tra)	for and against
pro patria	for our country
pro rata	according to rate
quid pro quo	something in return
semper fidelis	always faithful
semper idem	always the same
sic passim	so everywhere
sic transit gloria mundi	thus passes away the glory of this world
sicut ante	as before
sine cura	without charge or care
sine qua non	something indispensable
status quo	the existing condition
stet	let it stand; do not delete
sub rosa	confidentially
summa cum laude	with highest honor
summum bonum	the supreme good
tempus fugit	time flies



## LATIN

## ENGLISH DEFINITION

terra firma

solid earth; a firm foothold

ubi supra

where above mentioned

ultimatum

the last (order)

una voce

with one voice; unanimously

urbi et orbi

to the city and to the world

ut infra

as below

ut supra

as above

vale

farewell

veni, vidi, vici

I came, I saw, I conquered

verbatim et literatim

word for word and letter for letter

vice versa

the terms of the case being reversed or  
interchanged

vide ut supra

see what is stated above

viva voce

orally

vox populi, vox Dei

the voice of the people is the voice of God

## 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- (efface)

extrā- (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)

intrā- (intramural)

intrō- (introduce)

male- (malevolent)

multi- (multicolored)

non- (nonexistent)

ob- (obstruct)

may occur as oc- (occur); of- (offer); op- (oppose); o- (omit)

pen- (peninsula)  
(paenē)

per- (perceive)

post- (postpone)

prae- (pre-) precede

prō- (produce)

re- (revoke)

may occur as red- (redemption)

sē- (separate)

may occur as sed- (sedition)

sēmi- (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: Romanan, 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 -ellum 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

clāmāre, clāmātus

## 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

scribere, scriptus

sedere, sessus, -sid

sentire, sensus

sequi, secutus

servare, servatus

solvere, solutus

spicere, -spectus -spic

spirare, spiratus

stare, status, stan- -sist, -stitut

stringere, strictus

struere, structus

tenere, tentus

trahere, tractus

venire, ventus

vertere, versus

videre, visus

vincere, victus

vocare, vocatus

volvere, volutus

## 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 might 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



## LEVEL I

## 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

## K. 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

- .B. 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.

## L. 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. Dircumstances 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 victorious 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. Crpheus and Eurydice
- L. Atlalanta

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

III. 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

IV. 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

V. DERIVATIVES

- A. Continuation of No. VII, Level I, 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



## LEVEL III

## 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

## Latin

LINGUISTIC LEARNINGS

	Level I	Level II	Level III
<u>Pronunciation</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Forms (grammar)</u>	Heavy emphasis	Heavy emphasis	Light emphasis
<u>Functions (grammar)</u>	Heavy emphasis	Heavy emphasis	Light emphasis
<u>Reading for Comprehension</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Reading (oral)</u>	Heavy emphasis	Heavy emphasis	Light emphasis
<u>Translation (Latin to English)</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Translation (English to Latin)</u>	Heavy emphasis	Heavy emphasis	Light emphasis
<u>Writing</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Vocabulary and Idioms</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>English Derivatives and Roots</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Borrowed Words and Expressions</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Historical Phrases and Allusions</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Grammatical Terminology</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Rhetoric and Prosody</u>	Light emphasis	Light emphasis	Heavy emphasis
<u>Testing</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis

Key:  Light emphasis Heavy emphasis


LATIN - GRAPHIC REPRESENTATION OF MAJOR EMPHASES

Latin

CULTURAL ASPECTS OF GRAECO-ROMAN HERITAGE

	Level I	Level II	Level III
<u>Classical Architecture</u>	Heavy emphasis	Light emphasis	Light emphasis
<u>Economic Aspects</u>	Light emphasis	Light emphasis	Heavy emphasis
<u>Education</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Engineering</u>	Light emphasis	Heavy emphasis	Light emphasis
<u>Geography</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Government</u>	Light emphasis	Heavy emphasis	Heavy emphasis
<u>Greek Influence</u>	Light emphasis	Light emphasis	Heavy emphasis
<u>Heroes of Rome</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Historical Sites</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>History of Rome</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Latin Songs, Hymns, Prayers</u>	Light emphasis	Light emphasis	Light emphasis
<u>Law</u>	Light emphasis	Heavy emphasis	Heavy emphasis
<u>Literary and Historical Works</u>	Light emphasis	Heavy emphasis	Heavy emphasis
<u>Military Affairs</u>	Light emphasis	Light emphasis	Light emphasis
<u>Mythology</u>	Heavy emphasis	Light emphasis	Light emphasis
<u>Relation to Modern World</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Religion and Philosophy</u>	Light emphasis	Heavy emphasis	Heavy emphasis
<u>Social Classes</u>	Light emphasis	Light emphasis	Heavy emphasis
<u>Social Customs and Institutions</u>	Heavy emphasis	Heavy emphasis	Heavy emphasis
<u>Social-Political Problems</u>	Light emphasis	Heavy emphasis	Heavy emphasis

Key:  Light emphasis

 Heavy emphasis

PART VII

AUDIO-VISUAL MATERIALS

Vidēre est crēdere...



## 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

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\* 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

1. A Catalogue of Audio-visual Aids for Classical Studies. Compiled by William Seamon, 1956. Supplement, 1959. Each copy 50¢. American Classical League, Oxford, Ohio.
2. Audio-Visual Education Center, University of Michigan, Ann Arbor, Michigan.
3. Denoyer, 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.
6. Latin Stimuli. Donald Honz, 1902 Ogden Avenue, Superior, Wisconsin.
7. National Geographic Society, Washington, D. C.
8. Ralph Marcellino. Classical Myths in Painting. Classical World, 1957-58 issues. Lists color slides with sources.
9. Saul S. Weinburg, 211 Jesse Hall, University of Missouri, Columbia, Mo.
10. Society for Visual Education, 1345 Diversey Pkwy., Chicago 14, Illinois.
11. Wible Language Institute, Allentown, Pennsylvania.

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

1. Urbs Mea - (About Pompeii) Available - Materials Center Prince George's County Board of Education. Film #1067. Scripts prepared by Latin students of Bladensburg Senior High School.
2. The Ancient World (General)
  - a. Alphabet Conspiracy. 2 reels Color. C & P Telephone Company, 320 St. Paul Place, Baltimore 2, Maryland.

- b. History of Writing. 28 min. b & w. Encyclopedia Britannica, Wilmette, Illinois, 1950. rent, \$5.50.
- 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.
- d. Word Building in Our Language. 11 min. Color. Coronet. Coronet Building, Chicago 1, Illinois.
- 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

- a. Dream of Greece. 45 min. Color. American Express. Free loan.
- b. From the Remote Past of Greece. 17 min. Color. New York University, New York City. Rent: \$10.00.
- 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.
- e. People of Greece. 14 min. Color or b & w. Encyclopedia Britannica, Wilmette, Illinois. Rent: \$5.00.
- 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

- a. Ancient Paestum: City of the Greeks and Romans. 21 min. Color or b & w. Coronet.
- b. Life in Ancient Rome: The Family. 13 min. Color or b & w. Coronet. Coronet Building, Chicago, Illinois.

- c. Mark of the Romans. 28 min. Rent: \$4.75 from Aud. Vis. Center, University of Indiana, Bloomington.
- d. Rome, The Eternal City. 11 min. b & w. United World Films, 1445 Park Avenue, New York 29, N. Y. Cost: \$22.95.

#### 5. Roman Empire Outside Italy

- a. Byzantine Empire. 13 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.
- b. Decline of the Roman Empire. 13 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.
- c. Rise of the Roman Empire. 13 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.
- d. The Roman Wall. 11 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.

#### 6. History and Literature

- a. Assassination of Julius Caesar. McGraw-Hill Films, New York, New York. ("You Are There" Series)
- b. The Gadfly. 23 min. b & w. Carousel, 1501 Broadway, New York 36, N. Y. Stars Thomas Mitchell, introduced by Frank Baxter. Based on events surrounding the trial of Socrates.
- c. Julius Caesar. 96 min. b & w. Brandon Films. 200 W. 57th St., New York 19, N. Y. Rent: \$17.50. Charlton Heston as Marc Antony.
- d. Julius Caesar. 19 min. b & w. Contemporary Films. 13 East 37th Street, New York 16, N. Y. Rent: \$5.00.
- 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.
- b. Hellenistic Greeks. A381-5. 57 frames, color. Society for Visual Education, Inc. 1345 W. Diversey Parkway, Chicago, Illinois. \$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, 10 East 43rd Street, New York 17, N. Y. \$6.00. Captions; manual.
- c. Londinium. 35 frames, b & w. Educational Productions, P.O. Box 625, Hillside, New Jersey. \$3.00. Captions and manual. Artwork. 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.

- f. The Roman Republic. A-381-7. 53 frames. Society for Visual Education, 1345 W. Diversey Parkway, Chicago, Illinois. \$6.00.
- 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.
- h. Rome: The City. Encyclopedia Britannica. Wilmette, Illinois. 52 frames.

#### 4. History and Literature

- a. Alexander the Great. 55 frames, color. Educational and Recreational Guides. 10 Brainerd Road, Summit, New Jersey. \$7.50.
- b. Greek and Roman Theaters of the Ancient World: 1. Ancient Greek Theatre of Epidaurus. 2 & 3. Theatre of Dionysius, parts I and II. 4. Hellenistic Theatre of Priene. 5. Roman Theatre of Orange. 40-60 frames each; color. Communications Materials Exchange. Box 62, West Covina, California. \$7.50 each; \$32.50 for the series.
- 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.
- e. Myths of Greece and Rome: 1. Prometheus and Pandora. 2. Apollo and Phaethon. 3. Ceres and Proserpina. 4. Baucis and Philemon. 5. Atalanta's Race. 6. Minerva and Arachne. 30-40 frames each; color. Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan. \$5.00 each, or \$32.75 for the series.
- f. Ulysses and Circe. 42 frames, color. Society for Visual Education. 1345 W. Diversey Parkway, Chicago, Illinois. \$6.00.
- 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

- a. Words Derived from Latin and Greek. 45 frames, color. McGraw-Hill, New York, N. Y.

## Filmstrips

Ancient Greece (color) Pathscope Educational Films, 71 Weyman Avenue, New Rochelle, New York.

## Realia

### 1. Maps

- a. Denoyer-Geppert Company, Chicago, Illinois. Consult latest catalogue, for maps of the ancient world, wall size and desk size.
- b. National Geographic Society, Washington, D. C. Maps of classical lands of the Mediterranean.
- c. Rand McNally. 536 S. Clark Street, Chicago, Illinois. Maps of ancient world.

### 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, post-card size, 18¢ a set postpaid. Ancient Rome; The Olympic Games; Occupations and Crafts of Ancient Greece.

- a. American Classical League Posters. 19" x 25" 50¢. color.  
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"
- b. Vis Ed Vocabulary Cards. Jumbo size for classroom. \$22.50.  
Small size for individual student use. \$1.85. Visual Education Association, Inc., 230 West Fifth Street, Dayton 2, Ohio.
- 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)

Edited and read by H. A. B. White. Selections from Lucretius, Virgil, Ovid, Catullus, Tibullus, Martial, Horace, Caesar, Livy, Cicero, Tacitus. Introductory essay on pronunciation of classical Latin.

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.

SlidesAncient 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.
- c. Rosenblum, Morris, 959 Carrol Street, Brooklyn 25, New York. Roman remains in France, Switzerland, Spain, Italy, Portugal, Yugoslavia, North Africa.
- d. Seaman, Michigan State College, East Lansing. Ancient Rome: Pompeii.

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 DiddleDiddle (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 Loquimur" 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.

Horn-Gummere-Forbes. Using Latin I. New edition, 1961. Fair Lawn, N. J.: Scott, Foresman and Company. Set of 28 tapes, 3.75 speed. \$98.00 for the set. Individual tapes not sold. A tentative list of the tapes follows:

- 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

Ōtium cum dignitāte...



## 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

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## LATIN SONGS

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

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

Tē canō, Patria,  
Semper et ātria  
Ingenuum;  
Laudō virentia  
Culmina, flūmina;  
Sentiō gaudia  
Caelicolum.

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

Dum nimbi cōgunt  
Trāns maria,  
Iūrēmus fidem  
Līberae 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 ūbere.  
Perfundat tibi grātiam  
Deus amplissimam;  
Sit insuper frāternitas  
Ad aquās nitidas.

4. Tune of the Marines' Hymn

## AB AULIS MONTEZUMAE

Ab aulīs Montezumae  
 Tripolis ad litora  
 Pro patriā contendimus  
 Caelō mari ac terrā.  
 Iusta, libera tūtāmur,  
 Et honesti vivimus.  
 Clarō nōmine gaudēmus:  
 Quippe classicī sumus!

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

Integer vitae scelerisque purus  
 Non eget Mauris iaculis nequ(e) arcū  
 Nec venenātis grāvida sagittis  
 Fusce, pharētra,

Sive per Syrtēs iter aestuōsas  
 Sive factūrus per inhospitālem  
 Caucasum vel quae loca fabulōsus  
 Lambit Hydasps

Namque mē silvā lupus in Sabinā,  
 Dum meam cantō Lalagen et ultrā  
 Terminum cūris vagor expeditis  
 Fūgit inermem.

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

Gaudeāmus igitur, Iuvenēs 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 ludendī.  
 Venit hora absque morā  
 Libros dēpōnendī.

Puerī et puellae  
 Tempus est ludendī.  
 Venita hora absque morā  
 Libros dēpōnendī.

8. Happy Birthday

Fēlicem tibi  
 Nātālem diem  
 Fēlicem, mi \_\_\_\_\_  
 Nātālem tibi

9. Twinkle, Twinkle Little Star

Micā, micā, parva stella,  
 Mīror quaenam sīs tam bella.  
 Super terrā parvā pendis  
 Alba velut gemma splendēs;  
 Micā, micā, parva stella,  
 Mīror quenam sīs tan bella.

## CHRISTMAS SONGS

1. Hark! The Herald Angels Sing

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

Christē, tū altissimē, Christē, potens Dominē,  
 Venī, Desīderium, fer in domicilium.  
 Deus nobīs est praesens, salvē tū omnipotens  
 Inter hominēs Homo,  
 Homo Ūnō cum Deō.

2. Tintinnābula (Jingle Bells)

Per nivēs citō  
 Currō per agrōs  
 In levissimō  
 Facimus jocōs;  
 Gaudia portant  
 Tintinnabula  
 Quem lūsum nobīs nunc donant  
 amoena Carmina.

Tintintin  
 Tintintin  
 Tintinnābulum  
 Currere inter nivēs  
 O quantum gaudium!

3. Adeste Fidēlēs (Jenney, Book I, p. XVI; Ullman & Henry, Book I, p. 406)

Adeste fidēlēs  
 Laetī triumphantēs;  
 Venīte, venite in Bethlehem;  
 Nātum vidēte  
 Rēgem angelōrum  
 Venīte adōrēmus  
 Venīte adōrēmus  
 Venīte adōrēmus  
 Dominum.

Deum de Deō  
 Lūmen de lumine  
 Gestant puellae viscera;  
 Deum vērum  
 Genitum non factum  
 Venīte, etc.

4. Alma Nox (Silent Night)

Alma nox, sancta nox  
 Natālis est Christī  
 O Puer laudābilis  
 Dulcis et amābilis  
 Mātris nunc in sinū  
 Mātris nunc in sinū.

Alma nox, sancta nox  
 Pastōrēs veniunt  
 Alleluia cantant caela  
 Beātissimī angeli  
 Pax et hominibus  
 Pax et hominibus.

Alma nox, sancta nox  
 Veniunt a Saba  
 Tūs et aurum et myrrha  
 Rēgum splendida mūnera  
 Christus est apud nō  
 Christus est apud nōs.

5. Joy to the World

Gaudēte Dominus venit.  
 Regit Christus terram.  
 Locum praebēte Dominō



5. Joy to the World (continued)

Et dāte glōriam  
 Et dāte glōriam  
 Et dāte glōriam  
 Gaudēte, Christus imperat.  
 Cantāte 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-tent  
 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-ta ni-vā-li-a Chris-tī."

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

Au-lam ser-tīs a-dor-nā-te,  
 O-pus est hi-la-ri-tā-te.  
 Clā-ras in-du-i-tur 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 . . .

## SELECTED BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS

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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- Withers, A., "Some Comments on the Latin Revolt" CO March, 1952, p. 59.
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#### 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.

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- \*Powers, A., Hannibal's Elephants. New York: Longmans, 1944.
- \*Shore, M., The Captive Princess. New York: Longmans, 1952.
- \*Sienkiewicz, H., Quo Vadis. Boston: Little, Brown, and Company. Latest edition.
- \*Snedeker, C., The Forgotten Daughter. Garden City, New York: Doubleday, 1933.

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- \*Sutcliff, R., The Eagle of the Ninth. New York: Walck, 1954.
- \*Sutcliff, R., Silver Branch. New York: Oxford University Press, 1958.  
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- \*Wallace, L., Ben Hur. New York: Harper. Latest edition.
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