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THE LATIN LEAFLET

Issued by the Department of Classical Languages in the interest
of Latin teaching in the high schools of Texas

Roberta F. Lavender, Editor
W. J. Battle, Mrs. J. A. Lomax, Mrs. H. J. Leon, Associate Editors

Number 28

TOURNAMENT NUMBER FOR 1934-1935

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

THE LATIN LEAFLET

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BIMILLENNIUM HORATIANUM

65 B.C.-1935 A.D.

Hoc quoque te manet, ut pueros elementa docentem
Occupet extremis in vicis balba senectus.

So Horace addressed the first book of the epistles in his epilogue. Whether he feared that the worn copy of his out-moded book might be used to show the A B C's to toddlers in an age when illustrated, pedagogically sound primers were unknown or as a stamping ground for drill on the independent subjunctive for boys beginning the study of grammar, his qualms have not been realized.

Now rather when the two thousandth anniversary of his birth is being celebrated in all parts of the world, he lives as he himself later said *postera* * * *laude recens*.

Horace is, however, almost unknown to students of Latin in secondary schools and unfortunately not very familiar to many teachers of Latin. His life and philosophy hold a particular lesson at the present time. His young manhood was passed in an age as confused, restless and dissatisfied as our own. Yet he emerged from it with a vision clear enough to make him abandon his impractical enthusiasms and devote his genius to the aid of that group of statesmen who were able to reestablish the peace and credit of the civilized ancient world for nearly four hundred years.

Details of the nation-wide celebration of the Bi-millennium have been and will be given in *The Classical Journal* and *Latin Notes*. We hope that the Latin classes of Texas, both those in secondary schools and in colleges, may share in the interest which is being shown.

Teachers who are not very familiar with the works of Horace might well read or re-read at least some part of them during the year, if possible in company with some other teacher of literature in their vicinity. Two always make a better reading group than one.

The committees of the Texas Classical Association to whom teachers may refer for further details are as follows:

Publicity

Roberta F. Lavender, The University of Texas, Austin
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Activities of the Classical Association of Texas

D. A. Penick, The University of Texas, Austin

Activities in Libraries

Each teacher of Latin and Greek in Texas

SUGGESTED READINGS IN THE WORKS OF HORACE

(See below for texts.)

Since most teachers of Latin have had some acquaintance with the Odes, we suggest that they read the first three books in their entirety and as much of book four as appeals to them from the editors' titles. The *Carmen Saeculare* is not difficult to understand at a rapid reading. It is interesting to remember that the inscription commemorating the celebration, now in the Museo delle Terme at Rome, mentions Horace as the poet.

Of the Epodes, read two by all means and seven, nine, thirteen, and sixteen. The others are for the most part of no special appeal to modern taste.

For those unfamiliar with the Satires, nine of book one is a good introduction, although such a beginning violates the principle that we should read an author who edited his own works as he himself arranged them for the public.

Satire five of book one should be read, then the first satire and those on literary criticism, namely four, six, and ten.

The second book may be read entirely with great enjoyment. If one must limit one's choice, remember that two, six contains the fable of the country mouse and the city mouse. Three and seven may be postponed because of length.

The Epistles and *Ars Poetica* should be read by those especially interested in literary criticism. Many of the principles laid down by Horace are still given to aspirants for literary success by modern critics.

A Brief Bibliography

(Reprinted from University of Iowa Service Bulletin)

- (1) Editions, with notes: *Odes and Epodes*—Smith (Ginn and Co.), Shorey and Lang (Benj. H. Sanborn and Co.), Bennett (Allyn and Bacon), C. H. Moore (American Book Co.).
Satires and Epistles—Kirkland (Leach, Shewell, and Sanborn), Greenough (Ginn and Co.), Rolfe (Allyn and Bacon), Morris (American Book Co.).
- (2) Translations, Adaptations, etc.: Fairclough, two volumes in Loeb Classical Library (G. P. Putnam's Sons); G. M. and G. F. Whicher, *Roba d' Italia* (The Bookman, Amherst, Mass.); Untermeyer, *Including Horace* (Harcourt, Brace, and Howe); Field, *Echoes from the Sabine Farm* (Charles Scribner's Sons).
- (3) Books of Interpretation:
Elizabeth H. Haight, *Horace and His Art of Enjoyment* (E. P. Dutton and Co.); A. Y. Campbell, *Horace, a New Interpretation* (Methuen and Co.); D'Alton, *Horace and His Age, a Study in Historical Background* (Longmans, Green, and Co.); Showerman, *Horace and His Influence* (Longmans, Green, and Co.); Frank, *Catullus and Horace* (Henry Holt); Glover, *Horace, a Return to Allegiance* (Macmillan Co.).
- (4) Geographical:
E. K. Rand, *A Walk to Horace's Farm* (Houghton, Mifflin Co.); G. M. Hallam, *Horace at Tibur and the Sabine Farm*, second edition (Harrow School Bookshop).

- (5) Articles in the *Classical Journal*:
Slaughter, "Horace, an Appreciation," III (1907), 45-57; Mendell, "Nec Cithara Carentem," XIX (1924), 369-79; Mierow, "The Most Modern Voice from Antiquity," XXIII (1928), 348-58; Dilley, "Pro Horatiano Bimillennio," XXVII (1932), 509-14; Ellis, "Horace and His Bimillennium," XXVIII (1933), 643-56.
- (6) Plays:
Trevelyan, "Horace at the University of Athens," in *Sir George Otto Trevelyan, a Memoir* by his Son, George M. Trevelyan (Longmans, Green, and Co., 1932), pp. 173-98; Robinson, "Horace Implicitus," No. 4 in *Plays and Songs for the Latin Club* (published by the author, Delaware, O.); Lawler, "A Fountain in Venusia" (Service Bureau for Classical Teachers).
- (7) Songs, with music:
"Integer Vitae," No. 12 in Flickinger's *Songs for the Latin Club* (University Publication Society, Iowa City); *Iustum et Tenacem*, H. C. Nutting in *The Classical Journal*, XXIX (1934), 710.

THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

Many teachers of the State are faced with the dilemma of decreased budgets and increased demands for professional requirements. Yet the small sum of two dollars (payable annually to F. S. Dunham, University of Michigan, Ann Arbor, Mich.) which makes one a member of the Classical Association of the Middle West and South can be spared without great hardship by any teacher, and membership in the organization is a definite indication of a teacher's interest in Latin and classical studies in general.

The membership includes a subscription to *The Classical Journal*, the official publication of the association. Papers on various phases of classical study which appear in this periodical give teachers a wider view of the possibilities of their subject. Even an elementary class in Latin often has greater interest aroused in it by a brief reference to, or a summary of an article on a point related to its daily routine. Reports of outstanding work done in other Latin classes are both a help and an incentive to a conscientious teacher.

Therefore, after joining the Classical Association and receiving the *Classical Journal*, let all teachers firmly adhere to the resolve to devote a definite time each month to looking through it and reading thoroughly what appeals especially to their particular interests or applies to their individual problems.

THE TEXAS LATIN TOURNAMENT FOR 1934-1935

UNDER THE AUSPICES OF THE TEXAS CLASSICAL ASSOCIATION

President, D. A. Penick, Austin
First Vice-President, Gladys Morgan, San Antonio
Second Vice-President, J. N. Brown, Denton
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THE LATIN LEAFLET

REPORT OF THE TEXAS LATIN TOURNAMENT FOR 1934

	1933	1934
Essay	144	142
Contestants	460	514
Teachers Attending	100	120
Banquets	948	1400
Schools	109	108

CONTEST WINNERS

January Beginners

1. Martha Jean Crippen, Senior High School, Waco..... 99
2. Jane Strowbridge, Thomas Jefferson High School, Port Arthur..... 98.5
3. George Hinds, Sunset High School, Dallas..... 97.1

First Year

1. Doris Fowler, Central Junior High School, Temple..... 99.8
2. Adrian Goodman, Johnston Junior High School, Houston..... 99.4
3. Lexey Craigan, Longview..... 99.3

Third Term

1. Lula Mae Hardy, North Dallas High School, Dallas..... 92
2. Luellen Chamberlin, Mineral Wells..... 90.1
3. Helen Hansen, Thomas Jefferson High School, Port Arthur..... 89.1

Second Year

1. Violet Alkemeyer, Eagle Pass..... 96
2. Esther Bohlin, Brownwood..... 94.5
3. Ferrelene Tucker, Lubbock..... 94

Third Year

1. Nan Pearce, Abilene..... 92.8
2. Marion Mackey, Temple..... 91.9
3. Anabel Lee, Ball High School, Galveston..... 91.5

Fourth Year

1. Ida Gandler, Senior High School, Waco..... 94.5
2. Ted Harris, Forest Avenue, Dallas..... 84.2
3. Beatrice Paschal, Amarillo..... 83.5

ESSAY WINNERS

First Year

1. Margie Knight, Goose Creek
2. Rosella Riskind, Eagle Pass
3. Hannah Goodman, West Jr.,
Waco

Second Year

1. Gladys Burrows, Lufkin
2. Guenette Locker, Cleburne
3. Kathryn Eckert, Amarillo

Third Year

1. Inez Gilliland, Eagle Pass
2. Elizabeth Baugh, Temple
3. Sarah Lipscomb, Bonham

Fourth Year

1. Sally Provence, Wills Point
2. Beatrice Paschall, Amarillo
3. Woodrow Wilson, Cleburne

FINANCIAL REPORT OF LATIN TOURNAMENT FUNDS UP TO APRIL 21, 1934

Receipts:

From registrations	\$321.00
Classical Association, typing and stamps.....	1.00
Refunded on prizes.....	119.50
Balance on hand from last year.....	27.09
Total	\$468.59

Disbursements:

Secretary	\$ 12.50
Printing and Mimeographing	15.50
Prizes	120.80
Paper	1.25
Stamps	28.67
Bank service	1.71
Questions	27.33
Balance on April 21, 1934	\$260.83
	<hr/>
	\$468.59

MINUTES OF LATIN TOURNAMENT COMMITTEE
MEETING APRIL 21, 1934, BAYLOR UNIVERSITY, WACO

A motion was made and carried that a committee be appointed to investigate the situation of the Interscholastic League from all sides and the report be made at the Thanksgiving meeting. This has to do with the possibility of the Latin Tournament's becoming a part of the League.

A motion was made and carried that Class B schools be recognized on the Interscholastic League basis and that the chairman appoint two assistants to help her work out this problem. Some recognition, honorable mention or otherwise, is to be given to winners in Class B even though they may be winners in the entire contest.

A motion was made and carried that the third and fourth year cups become the property of a school that wins in three successive *entries* instead of three successive years. This applies to districts where third and fourth years are alternated.

A motion was made and carried that the chairman appoint a content committee of three to work out syllabi, based on the new texts, for January beginners, first year, and third term divisions.

A motion was made and carried that Mrs. Butler be asked to serve again as chairman of the Tournament Committee. It was moved and carried that \$150 be given Mrs. Butler in appreciation of her splendid service.

A motion was made and carried that appreciation be expressed to Baylor University, Miss Rodgers, Mrs. Russell, Mrs. Smyers, Miss McElroy, and Mrs. Butler for their efforts in making the meeting so pleasant.

DORA FLACK, *Secretary,*
Texas Classical Association.

CENTERS FOR 1935

1. Coleman, Ola Lee Smith.
2. Gonzales, Eddie Qualls.
3. Highland Park, Myrtille Bradfield.
4. Lubbock, Mrs. R. P. Johnson.
5. Port Arthur, Burdette Smyth.
6. Temple, Mrs. Olivia O. Jones.
7. Texarkana, Opie D. Dalby.
8. Victoria, Wilma Elliott.

An additional center will be announced early in the fall.

GENERAL DIRECTIONS FOR TEACHERS

1. In 1935 there will be contests in six divisions: First year (September Beginners); January Beginners; Third Term (open to pupils who at the time of the contest are taking their third term of Latin, that is, those who are doing the first half of the second year work); Second Year; Third Year; Fourth Year.

2. Each school is allowed two representatives for each Division. These shall be the two who make the highest grades in a Preliminary Contest to be held not more than two weeks before the date of the District Contest.

3. Third-term pupils may not contest with first-term pupils.

4. No senior shall take part in a first-year contest.
5. No pupil taking third-year Latin in the latter half of his fourth year of Latin study shall take part in a third-year contest.
6. No examination shall extend beyond three and one-half hours.
7. Every possible effort shall be made to have grading done fairly. *No change* in grades may be made after results are announced.
8. Graders may be had from The University of Texas for their expenses.
9. Except those in charge, nobody, not even visiting teachers, shall be admitted to the room where graders are at work.
10. After the contest is over, papers shall not be turned over to contestants or anybody else, but all except the winning papers shall be destroyed.
11. All parts of winning papers shall be fastened together so that nothing be lost.
12. As soon as possible after the District Contest the winning papers shall be sent to Mrs. M. C. Butler, 2316 Colcord Avenue, Waco, in order to determine the State winner.
13. To defray the general expenses of the tournament each contestant's school shall pay a Registration Fee of three dollars. This Registration Fee and requests for information on any tournament question should be sent to Mrs. M. C. Butler, 2316 Colcord Avenue, Waco. It will greatly aid the tournament management if schools will register early. The form given below should be used.
14. On the day of the District Contest each pupil registering must pay an individual fee of one dollar to help meet the expenses of the District Contest.
15. To lighten the expenses of the entertaining Center each contestant will pay for his own lunch. In most cases lunch may be had at a low cost from the school cafeteria of the Center.
16. Each school must send its representatives to the nearest Center unless special permission is granted for a change. This rule is intended to protect the entertaining Center from being asked to house contestants for more than one night.
17. For the essay prizes one essay may be submitted by each contesting school for first, second, third, and fourth year under the following conditions:
 - a. Contestants may do as much reading and study as desired previous to the day of the Local Essay Contest, but the essay must be written in the presence of the teacher without help from anybody. This original manuscript is to be submitted without correction or revision.
 - b. Before the time of the Local Essay Contest the pupil may prepare his bibliography and a brief outline (without subdivisions, that is, main topics, not complete sentences).
 - c. No essay may be less than five hundred or more than one thousand words in length.
 - d. Essays must be written on one side of the paper only.
 - e. An assumed name is to be written at the top of each page. Neither the name of the pupil nor the name of the school is to appear on the paper.
 - f. Essays are to be sent to Mrs. M. C. Butler, 2316 Colcord Avenue, Waco, with keys to assumed names and must be in her hands not later than March 1, 1935.
 - g. A student may enter the Essay Contest regardless of whether he represents the school in the Latin Contest.
 - h. The essay subjects for 1934-1935 are as follows:

First Year

1. The Police and Fire Department of Rome.
2. The Roman Garden.
3. Geology of Prehistoric Italy.
4. Roads from Rome.

Second Year

1. The Druids.
2. Dumnorix, a Character Study.
3. The Roman Soldier.
4. Wall Decoration.

Third Year

1. Notorious Roman Provincial Governors.
2. Our Debt to Cicero.
3. Election and Voting among the Romans.
4. Italy through the Eyes of Horace.

Fourth Year

1. Virgil's Literary Friends.
2. Engraved Gems.
3. Recent Excavations in Italy.
4. A Day with Juno.
5. An Original Myth (to explain some phenomenon of the modern world, after the fashion of the classical myth).

18. Uniform prizes will be given throughout the State: to Latin Contest winners and Essay Contest winners, pins; to winning schools, loving cups. The prizes will be furnished by the State Committee but paid for by the entertaining Center. No prize will be given to any paper receiving a grade of less than 70 per cent. Bronze medals will be given to State winners.

PRELIMINARY REGISTRATION SHEET TO BE SUBMITTED BY MARCH 15, 1935

Mrs. Marian C. Butler, State Chairman for Latin Tournament,
2316 Colcord Avenue, Waco, Texas.

Enclosed find \$3 to enroll _____ School
in the Latin Tournament of April, 1934.

The most convenient center for us is _____

We expect representation as follows:

1. January Beginners _____
2. First-Year _____
3. Third-Term _____
4. Second-Year _____
5. Third-Year _____
6. Fourth-Year _____

Teacher _____

School _____

Date _____

CONTENT REPORT

Myrtille Bradfield, Lavinia Rawlins, Lourania Miller

The various State-adopted books are so different in type that it was no easy problem to select common material adequate in content and fair to all teachers and pupils. There is an overlapping both of syntax and vocabulary. Very generous assistance and helpful suggestions came to the central committee from the following teachers: Pearl West, San Antonio; Cora Pearl Penn and Rona Collier, Houston; Mrs. I. H. Devine, Galveston; Allene Gray, Cleburne; Helen Hill, Austin; Edna McElroy and Elor Osborn, Waco; Annie L. Harper, El Paso; Laura Wallace, Mineral Wells; Mrs. T. K. Provence, Wills Point; Mary K. Tevis, Denton; Anna May Klapproth, Amarillo; Myrtle Trantham, Abilene; Mary Bourne, Tyler; Mrs. A. J. Clopton, Dallas; Dr. W. J. Battle and Dr. H. J. Leon, The University of Texas.

Tests for mid-term beginners, for first year students, and for third term pupils will be based on word lists and complete list of forms and constructions published in this leaflet for each division. The tests will include word-analysis, word-building, derivation, forms, sentences and explanation of case constructions. Derivations must be used in sentences.

Mid-term beginners will be expected to divide words into syllables and accent them. They will also be required to mark long vowels of inflectional endings and of present infinitives.

Only approximate page limits could be specified. The difference in page limits is due to the fact that some texts give more space to supplementary material than others do. Different approach to syntax causes overlapping of topics. Each school should check the content very carefully with the book it has selected. If some principle is beyond the page limits of any one text, the committee begs that the individual teacher loyally bridge the gap for the pupils. Many of the words are found in all the required lists of the five texts, and only an occasional word has been given that is not in at least three of the required texts.

January Beginners:

Penick-Procter, First Book.....	pages 1- 83
Gray-Jenkins, First Book.....	pages 1-149
Ullman-Henry, First Book.....	pages 1- 87
Magoffin-Henry, First Book.....	pages 1-117
Pearson-Lawrence-Raynor, First Book.....	pages 1-129

Pupils will be held responsible for:

- I. The January Beginners vocabulary.
- II. Forms:
 1. Nouns of the first and second declensions.
 2. Adjectives of the first and second declensions.
 3. Present infinitive active of the first conjugation.
 4. Present infinitive active of the second conjugation.
 5. Present indicative, both active and passive, of the first conjugation.
 6. Present indicative, both active and passive, of five second conjugation verbs.
 7. Present indicative, both active and passive, of *do*.
 8. Present tense of *sum*.
 9. Pupils will *not* be expected to inflect *unus, duo, tres*, but they will be expected to know the numerals *unus—decem* and to use them for derivatives.
- III. Cases:
 1. Nominative: subject and predicate noun and adjective.
 2. Genitive: possession.
 3. Dative: indirect object.
 4. Accusative: direct object, place to which with *ad* or *in*, object of certain prepositions.
 5. Ablative: means, personal agent, place where with *in*, object of certain prepositions.
- IV. Division into syllables and accent. (Rule will not be called for.)
- V. Derivations, word-analysis, word-building; sentences. See introductory paragraph.
- VI. Agreement of verb with subject and adjectives with nouns.
- VII. Complete identification of forms. For a noun or adjective: case and number; for a verb: tense, mood, voice, person, number.
- VIII. Translation of English into Latin and of Latin into English.
- IX. Simple syntax questions (nouns and adjectives).

CAUTION: 1. To explain the syntax of a noun or adjective simply means to tell the case and number and to tell why the case is used. For example: in *scholā*—ablative singular; place where with *in*.

2. If a pupil chooses to diagram instead of giving explanation of syntax in a given question, the word to be explained MUST be labelled in the diagram or the diagram will NOT receive full value.

3. Because of great diversity of reading matter found in the five texts, no prepared passage can be offered for translation.

First Year:

Penick-Procter, First Book.....	pages 1-229
Gray-Jenkins, First Book.....	pages 1-338
Ullman-Henry, First Book.....	pages 1-266
Magoffin-Henry, First Book.....	pages 1-251
Pearson-Lawrence-Raynor, First Book.....	pages 1-323

Pupils will be held responsible for:

I. Forms, syntax, and vocabulary for January Beginners.

II. The First Year Vocabulary.

III. Forms:

1. Principal parts of the verbs in the lists.
2. Six tenses of the indicative, both active and passive.
3. Six tenses of the indicative: *do, sum, adsum.*
4. Third declension nouns.
5. *Ego, tū, quis, hic, ille, is*, interrogative adjective (both pronoun and adjective use of *hic, ille, is*).

IV. New cases:

1. Ablative: Place from, Accompaniment, Manner.

V. Apposition.

VI. Derivations, word-analysis, word-building, sentences.

VII. Identification of forms, translation, syntax.

VIII. Questions introduced by *quis, -ne, nōne*, interrogative adjective and interrogative adverbs.

N.B.—Read carefully the cautions for January Beginners.

Third Term:

Penick-Procter, Second Book.....	pages 7- 77
Gray-Jenkins, Second Book.....	pages 1-203
Ullman-Henry, Second Book.....	pages 1-133
Berry-Lee, Second Book.....	pages 1- 56
Pearson-Lawrence, Second Book.....	pages 1-129

Pupils will be held responsible for:

I. Syntax, forms, vocabularies for both January Beginners and First Year.

II. Vocabulary for Third Term.

III. Forms:

1. Comparison of adjectives and adverbs.
2. Fourth and fifth declensions.
3. The nine irregular adjectives with genitive in *īus*.
4. Subjunctive, all tenses, both active and passive.
5. *Possūm, eō, fīō, ferō*, and deponent verbs.
6. *Ipse*, relative pronoun.
7. Infinitives, all tenses, both active and passive.

IV. Law of sequence.

V. Cases:

1. Genitive: Description, Partitive (Whole).
2. Dative with adjectives and special verbs.
3. Accusative: Subject of infinitive, Extent.
4. Ablative: Description, Specification, Ablative Absolute, Ablative with special deponent verbs.

VI. Indirect statement.

VII. Uses of the Subjunctive:

1. Purpose: *ut, nē.*
2. Substantive purpose depending on verbs of commanding, etc.
3. Result: *ut, ut nōn.*
4. Indirect question.
5. *Cum* Circumstantial (Descriptive).
6. Subjunctive depending on a verb of saying and thinking.

VIII. Derivations, word-analysis, word-building, sentences.

IX. Identification of forms, translation, syntax.

N.B.—1. When explaining the syntax of a verb form, tell tense, mode, and reason. For example: *cum—veniret. Veniret*—imperfect subjunctive; *cum* circumstantial (descriptive).

2. Read carefully cautions for January Beginners.

Second Year:

1. No page limits can be even approximated. All the texts have some Caesar. But the chapters chosen vary and the manner in which the original has been simplified varies.

2. The usual word list based on Caesar is given in this *Leaflet*. Most of the words have already been required in the lists for January Beginners, First Year, and Third Term.

3. Only sight tests can be offered on the test, and teachers are urged to read as much as possible from the material in their respective texts. The ability to read with ease can come only with abundant practice. Comprehension questions may be asked on a sight passage.

4. The test will include both translation and prose sentences.

5. Forms should not be neglected. Pupils should feel sure about declensions, conjugations, comparison of adjectives, and formation and comparison of adverbs.

6. Important additional syntax:

- a. Dative: Agent, Purpose, Possession, Reference.
- b. Ablative: Time, Description, Separation, Comparison, Degree.
- c. *Licet, oportet.*
- d. Gerund, gerundive, supines.
- e. Subjunctive: *Cum* causal, *cum* adversative, relative clause of purpose, relative clause of description, subjunctive depending on a verb of fearing, jussive or "Let" subjunctive.

Third Year:

1. Catilines I and III.
2. A sight passage will be required.
3. Comprehension questions may be asked on another sight passage.
4. Background.
5. Prose: Based on Bennett's *Composition*, Part II, Lessons I-XX.
6. Vocabulary selected from Catilines I and III as given in this Leaflet. See notes under Fourth Year.

Fourth Year:

1. Aeneid, Books I and II.
2. A sight passage will be required.
3. Translation, significance, and setting of famous lines in these books.
4. Background.
5. Memory passages from Books I and II; Tennyson's "To Virgil."

Aeneid, Book I, 1- 7

33
198-207
437
461-462
607-610
630

- Aeneid, Book II, 49
324-327
354
- Aeneid, Book IV, 173-188
522-527
569-570—Varium . . . femina.
596
653
700-705

6. Scansion.
7. Mythological references in Books I and II.
8. Most common figures:
 - Alliteration
 - Ellipsis
 - Simile
 - Hendiadys
9. Vocabulary: Aeneid, Book I.
10. Prose: Prose passages will be taken from Bennett's *Composition*, Senior Review Section, Lessons I-XX.

NOTE 1. In all years where composition is required some sentences may be taken from the College Entrance Board examinations and the New York Regents' Companion to Caesar and Cicero. These books also provide material for background work, word building, word analysis, derivation, and sight reading.

NOTE 2. Each year is also responsible for all the vocabulary and grammatical work of the preceding years. Drill on review work is recommended.

WORD LISTS

Lists for January Beginners, First Year, and Third Term were compiled by the committee on content. Lists for Second, Third, and Fourth Year are those furnished by the College Entrance Examination Board, with the words rearranged according to their occurrence in Caesar, Cicero, and Virgil. Because of different texts used in the State, it is essential that pupils master these specified words. Choose the list which fits your classification. With these lists as bases, give particular study to word-building, word-analysis, and derivatives. For verbs, learn principal parts and meanings; for nouns, nominative and genitive cases, gender, and meaning; for adjectives and adverbs, meaning and comparison; for prepositions, case required. Derivatives must be used in sentences. Obsolete words will not be accepted as derivatives. Give special attention to word-building, word-analysis, derivatives, pronunciation, and vowel markings.

WORD STUDY

It would be profitable, if time permits, to have the pupils above the first year rearrange the words in the lists, grouping them as far as possible under the outlines submitted below. Apart from the law of association, words are difficult to memorize. If pupils are expected to recognize compound words and to arrive at their meaning, a few fundamental principles governing prefixes (for verbs) and suffixes (for nouns and adjectives) must be instilled along with a sufficient number of examples to make these principles clear. Many of the better pupils would take great delight in adding to the list other words found in their lessons or elsewhere. The making of such lists might prove to be interesting work for Latin Clubs.

NOUN SUFFIXES

1. Agency nouns in *tor, sor* (added to form of verb stem seen in past participle). Masculine, Third Declension.
2. Abstract nouns in *ia* (English derivatives often end in *y*), based on adjectives, or on present participles. Feminine, First Declension.
3. Nouns in *ium*, based on verbs. Neuter, Second Declension.

4. Nouns in *ium*, based on nouns. Neuter, Second Declension.
5. Nouns in *or* (English derivatives end in *or*), based on verb stems. Masculine, Third Declension.
6. Abstract nouns in *tās* (English derivatives end in *ty*), based on adjectives or nouns. Feminine, Third Declension.
7. Nouns in *tiō, siō* (English derivatives end in *tion, sion*), added to form of verb stem seen in past participle. Feminine, Third Declension.
8. Nouns in *tūdō* (English derivatives in *tude*), based on adjectives. Feminine, Third Declension.
9. Nouns in *men*, based on verb stems. Neuter, Third Declension.
10. Abstract nouns in *tus, sus*, usually identical in form with past participle. Masculine, Fourth Declension.

ADJECTIVE SUFFIXES

I. Added to NOUN stems.

a. Meaning *full of*

- (1) *ōsus* (English *ose, ous*).
- (2) *lentus* (English *lent*).

b. Meaning *made of*

eus (English equivalent often *y*).

c. Meaning *pertaining to, or connected with*

- (1) *ālis* (English *al*).
- (2) *ānus* (English *an*).
- (3) *āris* (English *ar*).
- (4) *ārius* (English *ary*).
- (5) *ēnsis* (English equivalent often *ian*).
- (6) *īlis* (English *ile* and *il*).
- (7) *icus* (English *ic*).
- (8) *īnus* (English *ine*).
- (9) *ius* (English *y*).

II. Added to VERB stems.

a. Meaning *a state or a settled condition* *idus* (English *id*).b. Meaning *a tendency* *āx* (English *acious*).c. Meaning *able, capable of being, sometimes capable of doing*

- (1) *īlis* (English *ile*).
- (2) *ābilis* (English *able*) and *ībilis* (English *ible*).
- (3) *tīlis* (English *tile*).

VERB COMPOUNDS

Nothing is of greater importance in learning to read Latin than an understanding of the meaning and form of prepositions used as prefixes. Prepositions express local relations. Because of this fact, when used as prefixes, *they amplify the meaning of root verbs in a local way.*

By arranging prepositions in relation to some figure on the board, a graphic presentation of their meaning may be made. Draw a circle; on a line leading up to this, place *ad*; on one leading away from the circle, place *ab*; into the circle, *in*; out of, *ex*; through, *per*, and *trāns*; around, *circum*; down from, *dē*. Place above the circle *super*; below, *sub*; in front of, *ante*, *prae*, *prō*; behind, *post*; put *inter* within the circle; run a line out from and back to the circle for *re*. Join two circles for *cum*; place two apart for *dis*. By repeated reference to this scheme, the teacher will help the students fix these prepositions in their minds.

Note and master the following changes in simple verbs and in prefixes:

I. Changes in the simple verb when compounded.

1. Short *a* followed by a single consonant or *ng* in the simple verb changes to *i*; e.g., *cadere, incidere; agere, exigere; capere, concipere; facere, dēficere; iacere, reicere; rapere, corripere; tangere, attingere; frangere, infringere; statuere, constituere.*

2. Short *a* followed by two consonants except in the simple verb changes to *e*; *carpere, excerpere; spargere, aspergere.*

3. Short *e* except before *r* or two consonants changes to short *i*; *emere, eximere; premere, comprimere; tenere, retinere.*

4. Of diphthongs of the simple verb *au* becomes *ū* and *ae, ī*; *caedere, incidere; claudere, excludere; laedere, collidere.*

II. Changes in prefix.

1. The final consonant of a prefix tends to become like the initial consonant of the word compounded; e.g., *ad-simulō*. From *adsimulo*, later *assimilo*, comes our word *assimilate*; a statement of this principle is called the law of assimilation.

2. The final consonant of some prefixes is dropped before certain initial consonants of the simple verb. In such cases the vowel of the prefix is lengthened according to the law of compensation. See examples below.

(1) *ab*.

(a) *ab* loses *b* before *m, p, v*: *āmoveō, āvocō*.

(b) *ab* becomes *au* before *f*: *auferō*.

(c) *ab* becomes *abs* before *c* and *t*: *abscondō; abstineō*.

(d) *ab* remains *ab* before vowels and before other consonants than *c, f, t*.

(2) *ad*. The final *d* is usually assimilated to *c, f, g, l, n, p, r, s*, and *t*: *accipere, affingere, aggredi, allūdō, annō, appellō, arrideō, assistō, attingō*.

(3) *con=cum*, with or together, often carrying the idea of "completely," is the most common prefix.

(a) The form is *com* before *b, m*, and *p*.

(b) The *m* is usually assimilated to *l* and *r*: *colligō, corrigō*.

(c) The form is *co* before *e, o*, and *h*: *co-eror, co-erceō, co-haereō*.

(4) *Dē*, down, often carrying the idea of cessation.

(a) Its form never changes.

(b) Its vowel is long.

(5) *Dis*, inseparable prefix, apart.

(a) The *s* is assimilated to *f* only.

(b) The *s* is lost and the *i* is lengthened before the consonants *d, g, l, m, n, r, v*, and before words beginning with *sp* (*dispergō*), and *st* (*dī-stō*).

(c) The form *dis* remains unchanged before other letters.

(6) *Ex*, or *ē*, out, out of, out and out, thoroughly.

(a) The final *x* is assimilated to *f* only: *effērō*

(b) The form *ē* is used before *d, l, m, n, r, v*: *ēducere, ēvehere*.

(c) The form *ex* is used before other letters.

(7) *In*. This prefix *in* is the Lat'n preposition. This is the prefix for verbs. (The prefix *in* for adjectives means *not*. See negative adjectives in the list.) Appended to verbs of motion this prefix carries with it the meaning *into*.

(a) The final *n* is changed to *m* before *b, m, p*: *imbuere, immittere, implicāre*.

(b) The *n* is assimilated to *l, r*: *illūdere, irruere*.

(c) The vowel is lengthened when *in* is prefixed to verbs beginning with *f* or *s*: *infero, instāre*; this lengthening follows the well established rule that a vowel before *nf* and *ns* is lengthened.

(8) *Re*, an inseparable prefix, back or again.

(a) The vowel is short.

(b) *Re* has the form *red* before words beginning with *e, i, o, d*: *redeō, redigō, reddō*. Otherwise it does not change.

(9) *Sub*, under, from under, to the aid of.

(a) The final *b* is assimilated to *c* (*succēdō*), *f* (*sufficiō*), *p* (*suppōnō*).

(b) The final *b* becomes *s* before *t* (*sustineō*), and sometimes before *c* (*suscitō*).

(c) Note that *sūmere* is from *sub-emere*; *surgere*, from *sub-regere*; *suspiciere*, from *sub-spiciere*.

- (10) *Prō*, *forth*, *for*, *in front of*, *forward*.
 (a) The form *prō* usually remains the same.
 (b) Before *e* or *i* *prō* takes the form *prōd*: *prōdeō*, *prōdigō*.
 (c) An alternate form of *per* probably related to *prō* originally
 (1) appears as *pol* before *l*: *polluere*.
 (2) appears as *por* before *r*: *porrigere*.
- (11) *ob*, *toward* or *against*; often used merely as an intensive.
 (a) The *b* is assimilated to *c*, *f*, *p*: *occurrō*, *offerō*, *oppōnō*.
 (b) The *b* is lost in *omittō*.
- (12) **Miscellaneous**: The prefixes *ambi*, *ante*, *circum*, *inter*, *intrō*, *per*, *post*, *prae*, *praeter*, *trāns* are more rarely used. They undergo no change except that *trāns* becomes *trā* before *d*, *n*, and *i* consonant: *trādūcō*, *trānō*, *trāiciō*.

NOTE.—It is not intended that these rules be slavishly memorized but that they be used as guides for study by both teacher and pupils.

JANUARY BEGINNERS

NOUNS

First Declension

1. agricola	farmer	21. insula	island
2. aqua	water	22. Italia	Italy
3. Britannia	Britain	23. lingua	tongue, language
4. casa	cottage	24. lūna	moon
5. cōpia	supply, abundance	25. memoria	memory
6. cōpiae	forces, troops	26. nauta	sailor
7. Cornēlia	Cornelia	27. patria	fatherland, country
8. dea	goddess	28. pecūnia	money
(deābus in Dative and Ablative plural)		29. poēta	poet
9. epistula	letter	30. porta	gate
10. Eurōpa	Europe	31. prōvincia	province
11. fābula	story	32. puella	girl
12. fēmina	woman	33. rēgina	queen
13. fenestra	window	34. rosa	rose
14. filia	daughter	35. sagitta	arrow
(filiābus in Dative and Ablative plural)		36. silva	forest
15. fortūna	fortune	37. terra	earth, land
16. frūmentum	grain	38. toga	toga
17. Gallia	Gaul	39. tuba	trumpet
18. Hispānia	Spain	40. via	way, road
19. incolā	inhabitant	41. victōria	victory
20. iniūria	wrong	42. villa	farmhouse
		43. vīta	life

Second Declension

1. ager	field	17. numerus	number
2. amicus	friend	18. nūntius	messenger
3. annus	year	19. oculus	eye
4. arma	arms	20. oppidum	town
5. auxilium	help, assistance	21. periculum	danger
6. bellum	war	22. populus	people
7. captivus	captive	23. praemium	reward
8. castra	camp	24. proelium	battle
9. dominus	master, lord	25. puer	boy
10. dōnum	gift	26. servus	slave
11. equus	horse	27. signum	sign, signal, standard
12. filius	son	28. tēlum	weapon
13. gladius	sword	29. verbum	word
14. liber	book	30. vir	man
15. magister	teacher		
16. mūrus	wall		

ADJECTIVES

1. altus	high, deep, tall	11. multus	} 1 } 2	much in singular many in plural
2. bonus	good	12. noster		
3. clārus	bright, clear, famous	13. novus		our new
4. dēfessus	tired, weary	14. parvus		small
5. lātus	wide	15. primus		first
6. longus	long	16. pulcher		beautiful
7. magnus	great	17. quartus		fourth
8. malus	bad	18. quintus		fifth
9. meus	my, mine	19. tuus		your, yours
10. miser	unhappy, wretched	20. validus		strong

NUMERALS

1. ūnus	one	6. sex	six
2. duo	two	7. septem	seven
3. trēs	three	8. octō	eight
4. quattuor	four	9. novem	nine
5. quīnque	five	10. decem	ten

VERBS

First Conjugation

1. amō	love	8. occupō	seize
2. habitō	live	9. portō	carry
3. labōrō	work	10. properō	hasten
4. laudō	praise	11. pugnō	fight
5. mōnstrō	show, point out	12. servō	save
6. nārrō	tell	13. spectō	look at
7. nāvīgō	sail	14. vocō	call

Second Conjugation

1. habēō	have	4. timeō	fear
2. maneō	remain	5. videō	see
3. moveō	move		

Irregular

1. dō	give	2. sum	be, am
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PREPOSITIONS

With Ablative

1. ab, ā	from (away from), by	3. ex, ē	out of
2. dē	from (down from), about, concerning	4. in	in, on
		5. sine	without

With Accusative

1. ad	to, toward	5. per	through
2. ante	before	6. propter	on account of
3. circum	around	7. trāns	across
4. in	into		

CONJUNCTIONS

1. et	and	3. sed	but
2. quod	because	4. ubi	where, when

ADVERBS

1. bene	well	5. nōn	not
2. cūr	why	6. nunc	now
3. fortiter	bravely	7. saepe	often
4. hodiē	today	8. semper	always

FIRST YEAR

NOUNS

First Declension

1. amīcitiā	friendship	7. mora	delay
2. dīligentiā	diligence	8. poena	punishment,
3. fāma	reputation, fame		penalty
4. fuga	flight	9. pugna	fight
5. glōria	glory, reputation	10. rīpa	river-bank
6. hōra	hour		

Second Declension

1. animus	mind, spirit,	6. inimīcus	personal enemy
	courage	7. praesidium	garrison,
2. beneficium	kind deed, kindness		protection
3. Britannī	Britons	8. Rhēnus	Rhine river
4. Gallī	Gauls	9. Rōmānī	Romans
5. Germanī	Germans	10. socius	ally
		11. vesper	evening

Third Declension

1. caput	head	18. mīles	soldier
2. celeritās	swiftness, speed	19. mōns	mountain
3. civitās	state	20. mors	death
4. cōsul	consul	21. multitudō	large number,
5. corpus	body		crowd
6. dux	leader	22. nāvis	ship
7. eques	horsemen	23. nōmen	name
	pl., cavalry	24. ōrātor	speaker, orator
8. fīnis	end, boundary	25. pars	part
	pl., territory	26. pater	father
9. flūmen	river	27. pāx	peace
10. frāter	brother	28. pōns	bridge
11. gēns	nation	29. princeps	leading man, chief
12. homo	man, human being	30. rēx	king
13. hostis	enemy	31. salūs	safety
14. iter	road, journey,	32. soror	sister
	march	33. timor	fear
15. libertās	liberty	34. urbs	city
16. mare	sea	35. vulnus	wound
17. māter	mother		

ADJECTIVES

1. aeger	sick	14. paucī	few, a few
2. beātus	happy	15. propinquus	near
3. cārus	dear	16. quantus	how great
4. cēterī	the other, the rest	17. reliquus	remaining
5. crēber	frequent	18. summus	greatest, highest,
6. dūrus	hard, harsh, cruel		top of
7. ēgregius	distinguished	19. superbus	proud, haughty
8. finitimus	neighboring	20. suus	his, her, its,
9. grātus	pleasing		their (own)
10. inimīcus	unfriendly	21. ultimus	last, farthest
11. laetus	glad, happy	22. vester	your, yours
12. liber	free		(plural)
13. medius	middle, middle of		

PRONOUNS

1. ego	I	4. hic	this	} he, she, it
2. tū	you (singular)	5. ille	that	
3. quis	who	6. is	this, that	

VERBS

First Conjugation

1. appellō	name, call	9. parō	prepare
2. errō	wander	10. postulō	demand
3. existimō	think	11. rogō	ask
4. expectō	wait for	12. stō	stand
5. iuvō	help, assist	13. superō	overcome, defeat
6. liberō	set free	14. temptō	try
7. nūntiō	announce	15. vāstō	lay waste
8. oppugnō	attack, besiege	16. vulnerō	wound

Second Conjugation

1. commoveō	move thoroughly, alarm	6. teneō	hold
2. dēbeō	owe, ought	7. contineō	hold together, bound
3. iubeō	order	8. pertineō	extend
4. moneō	warn, advise	9. terreō	frighten
5. rēpondeō	answer		

Third Conjugation

1. agō	do, drive, act	14. mittō	send
2. cēdō	go away, yield	15. amittō	lose
3. discēdō	go apart, go away	16. committō	(proelium) join
4. excēdō	go out, withdraw	17. petō	seek, ask
5. cōgō	collect, compel	18. pōnō	put, place, pitch (camp)
6. dēfendō	defend	19. regō	rule
7. dicō	say, speak	20. relinquō	leave (behind)
8. dūcō	lead	21. trādō	surrender
9. ēdūcō	lead out	22. trahō	draw, drag, pull
10. redūcō	lead back	23. vincō	conquer
11. gerō	carry on, wage		
12. legō	read		
13. intellegō	understand		

Irregular Verbs

1. absum	be absent, be distant	2. adsum	be present
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PREPOSITIONS

With Ablative

1. cum	with	3. sub	under
2. prō	in front of, in behalf of, for		

With Accusative

1. apud	in presence of, among	4. ob	on account of
2. contrā	against	5. post	after, behind
3. inter	between, among	6. sub	under

CONJUNCTIONS

1. aut	either	6. neque . . . neque	neither . . . nor
2. aut . . . aut	either . . . or	7. nōn solum	not only
3. et . . . et	both . . . and	. . . sed etiam	. . . but also
4. itaque	and so, therefore	8. -que	and
5. nam	for	9. sī	if

ADVERBS

1. diū	a long time	4. ibi	there
2. etiam	even, also	5. ita	thus, so
3. hīc	here	6. iam	now, already

7. magnopere	greatly	12. statim	at once
8. mox	soon	13. subitō	suddenly
9. nunquam	never	14. tum	then
10. paene	almost	15. ubi	where, when
11. postea	afterwards		

THIRD TERM

NOUNS

First Declension

1. cūra	care	3. perfidia	treachery
2. inopia	lack	4. sententia	opinion

Second Declension

1. bīduum	two days	9. liberī	children
2. cibus	food	10. negōtium	business, task
3. cōsiliūm	plan	11. officium	duty
4. deus	god	12. saxum	rock
5. imperātum	command, order	13. supplicium	punishment
6. imperium	power	14. trīduum	three days
7. initium	beginning	15. ventus	wind
8. lēgātus	lieutenant, envoy		

Third Declension

1. arbor	tree	15. obses	hostage
2. auctōritās	authority, influence	16. opus	work
3. caedēs	slaughter	17. ōrātiō	speech
4. cīvis	citizen	18. ōrdō	rank, class, order
5. clāmōr	shout	19. pēs	foot
6. custōs	guard	20. potestās	power
7. labor	work	21. sōl	sun
8. lītus	shore	22. tempestās	storm
9. lūx	light	23. uxor	wife
10. mēns	mind	24. virtūs	courage
11. mōs	custom; pl., character	25. vīs	violence, force; pl., muscular strength
12. mulier	woman		
13. nēmō	no one	26. vōx	voice, word
14. nox	night		

Fourth Declension

1. cōspectus	sight	4. impetus	attack
2. domus	house, home	5. manus	hand; band (of soldiers)
3. exercitus	army		

Fifth Declension

1. aciēs	line of battle	3. rēs	thing
2. diēs	day	4. spēs	hope

PRONOUNS

1. qui	who, which, that	3. ipse	self, the very
2. idem	the same		

ADJECTIVES

1. ācer	sharp, keen, eager	8. facilis	easy
2. alacer	eager	9. fidēlis	faithful, loyal
3. audāx	bold	10. fortis	brave
4. brevis	short	11. gravis	heavy
5. celer	swift	12. humilis	low
6. difficilis	difficult	13. lēvis	light
7. diligēns	careful	14. omnīs	all

15. pār	equal	19. tālis	such
16. potēns	powerful	20. ūterior	farther
17. prūdēns	wise	21. ūtilis	useful
18. similis	like		

VERBS

First Conjugation

1. arbitror	think	6. ōrō	beg, ask
2. cōnor	try	7. praestō	excel, surpass
3. hortor	urge	8. putō	think
4. imperō	command, order	9. spērō	hope
5. moror	delay	10. vagor	wander

Second Conjugation

1. noceō	harm	4. placeō	please
2. pāreō	obey	5. polliceor	promise
3. persuādeō	persuade		

Third Conjugation

1. claudō	close	10. praemittō	send ahead
2. crēdō	believe	11. prōcēdō	go forward,
3. currō	run		advance
4. dividō	divide	12. proficiscor	set out
5. incendō	set on fire	13. quaerō	ask
6. incolō	inhabit, live	14. ūtor	use
7. occidō	kill	15. vīvō	live
8. pellō	drive		
9. repello	drive back, rout		

*Third Conjugation*verbs in *io*

1. accipiō	receive	5. fugiō	flee
2. capiō	take, seize, capture	6. jaciō	throw
3. cupiō	wish	7. interficiō	kill
4. faciō	made, do	8. prōgredior	step forward,
	pass., <i>fiō</i>		advance

Fourth Conjugation

1. audiō	hear	4. sciō	know
2. inveniō	find, come upon	5. veniō	come
3. mūniō	fortify		

Irregular

1. possum	be able, can	3. fīō	be made
2. eō	go	4. ferō	bear, carry, bring

PREPOSITIONS

1. intrā	within	3. ūltrā	beyond
2. praeter	except		

CONJUNCTIONS

1. cum	when, since,	3. ut	so that, in order
	although		that
2. nē	that not, lest		

ADVERBS

1. facile	easily	5. paulātīm	little by little,
2. intereā	meanwhile		gradually
3. noctū	by night	6. tam	so
4. nōndum	not yet	7. undique	on all sides, from
			all sides

COLLEGE ENTRANCE WORD LIST—SECOND YEAR

(Rearranged according to first appearance: Lodge and Hurlbut lists used as guides)

CAESAR, *Gallic War*—BOOK I: 1-29 and BOOK II: 1-15

The words for Book II include forty-two words repeated from chapters 30-54 of Book I.

CAESAR, GALLIC WAR, BOOK I

1. sum	suus	habeō
omnis	finis	arbitror
dividō	prohibeō	mille
in	obtimeō	passus
pars	dicō	pateō
trēs	initium	3. auctōritās
quī	capiō	cōstituō
ūnus	attingō	proficiscor
incolō	etiam	quam
alius	extrēmus	numerus
tertius	orior	iter
ipse	inferior, infimus,	frūmentum
noster	imus	pāx
appellō, -āre	spectō	cōfirmō
hic	sōl	cōficiō
instituō	mōns	satis
lēx	occāsus	dūcō
inter	2. apud	annus
suī	nōbilis	profectiō
differō	cōnsul	dēligō
ab, ā	rēgnum	lēgatiō
flūmen	faciō	suscipiō
et	cīvitās	filius
fortis	persuādeō	pater
propterea	ut, utī	multus
quod	copia	senātus
atque, ac	praestō	populus
longus	tōtus	amicus
parvus	imperium	occupō
-que	potior	ante
ad	facilis	item
is	undique	frāter
mercātor	locus	tempus
saepe	nātūra	principātus
animus	ex, ē	plēbs
pertineō	lātus, a, um	accipiō
prope	altus	īdem
trāns	ager	dō
cum (prep.)	alter	probō
contineō	rēs	cōnor
bellum	fīō	perficiō
gerō	vagor	nōn
dē	fīnitimus	quīn
causā	possum	exercitus
quoque	homo	ille
reliquus	cupidus	ōrātiō
virtūs	magnus	fidēs
ferē	adficiō	iūs
proelium	prō	iūsiurandum
contendō	autem	per
cum (conj.)	glōria	potēns
aut	angustus	fīrmus

4. spērō
mōs
cōgō
poena
sequor
oportet
ignis
diēs
familia
decem
eōdem
cliēs
nē (conj.)
cf. nēve, neu
ob
incitō
arma
magistrātus
neque, nec
mors
5. post
nihil
ubi
iam
parō
oppidum
vīcus
privātus
aedificium
incendō
portō
domus
spēs
tollō
perīculum
mēnsis
quisque
efferō
iubeō
ūtor
cōsilium
ūnā
oppugnō
socius
6. omnīnō
duo
difficilis
vix
quā
singulī
expediō
pācō
fluō
vadum
pōns
vel
nōndum
bonus
videō
exīstimō
vīs
eō, ire
patior
7. rīpa
quīntus
nūntiō
urbs
ulterior, ultimus
mīles
imperō
legiō
certus
lēgātus
mittō
prīnceps
sine
ūllus
nullus
rogō
voluntās
licet
memoria
teneō
occidō
pellō
sub
iugum
concedō
inimicus
facultās
iniūria
tamen
spatium
dum
respondeō
sūmō
sī
quis (indef. pron.)
volō, velle
revertor
8. intereā
mūrus
pēs
fossa
opus
praesidium
castellum
invītus
veniō
negō
ostendō
nāvis
iungō
complūrēs
numquam
noctū
tēlum
dēsistō
9. relinquō
via
propter
angustiae
sponte
impetrō
grātia
novus
10. studeō
beneficium
obses
intellegō
praeфициō
ibi
cōscribō
circum
hiemō
hiberna
quīnque
superior, summus
citerior
septimus
inde
extrā
prīmus
populor
dēfendō
auxilium
ita
mereō
mereor
paene
vāstō
liber (adj.)
līberī
servītus
expugnō
dēbeō
hostis
fuga
dēmōstrō
praeter
expectō
statuō
fortūna
cōnsūmō
11. oculus
uter
iūdico
explōrātor
quārtus
vigilia
castra
impediō
adgredior
mandō
silva
abdō
nam
quattuor
interficiō
cāsus
sīve, seu
deus
calamitās
sōlum (adv.)
pūblicus
sed
12. cōnsequor
cūrō
repentīnus

	vīgintī	propinquus	perītus
	aegrē	sublevō	posteā
	dux	(prex)	lūx
	agō	queror	22. captivus
	vetus	17. tum	comperiō
	prīstinus	anteā	equus
	adorior	valeō	admittō
	ferō	dubitō	collis
	tribuō	superō	aciēs
	dēspiciō	quantus	instruō
	magis	18. sentiō	praecipio
	insidiae	celer	nisi
	committō	concilium	impetus
	cōnsistō	sōlus	intervallum
	nōmen	quaerō	23. postrīdiē
	prōdō	reperiō	bīduum
14. commemorō	vērus	19. vērū	supersum
gravis	contrā	contrā	prīdiē
accidō	audeō	audeō	interclūdō
aliquis	nēmō	nēmō	cōnfidō
timeō	familiāris	24. familiāris	postquam
contumelia	augeō	augeō	sustineō
num	semper	semper	medius
recēns	alō	alō	mūsiō
temptō	māter	māter	impedimentum
tam	conlocō	conlocō	cōnfertus
diū	uxor	uxor	succēdō
cōnsuēscō	cupiō	cupiō	25. deinde
enim	antiquus	antiquus	aequō
doleō	honor	honor	pīlum
secundus	restituō	restituō	gladius
polliceor	dēspērō	dēspērō	pugna
testis	adversus	adversus	scūtum
15. posterus	cōgnōscō	19. cōgnōscō	ferrum
moveō	accēdō	accēdō	sinister
equitātus	animadvertō	animadvertō	commodus
praemittō	ēgregius	ēgregius	manus
āgmen	supplicium	supplicium	corpus
aliēnus	vereor	vereor	vulnus
pauci	priusquam	priusquam	dēfessus
cadō	quisquam	quisquam	eō (adv.)
eques	vocō	vocō	claudō
tantus	simul	simul	latus, -eris
audāx	praesēns	praesēns	aperiō
laccessō	petō	petō	cōnspicor
coepī	hortor	hortor	rūrsus
circiter	sciō	20. sciō	signum
amplius	ops	ops	vincō
16. interim	minuō	minuō	26. ācer
cot (t) idiē	vulgus	vulgus	hōra
pōnō	fleō	fleō	vesper
modo	dexter	dexter	nox
mātūrus	prehendō	prehendō	vallum
pābulum	prēndō	prēndō	obiciō
quidem	ōrō	ōrō	intermittō
nōlō	adhibeō	adhibeō	trīduum
adsum	moneō	moneō	moror
instō	vītō	vītō	littera
mētior	custōs	custōs	nūntius
praesum	loquor	loquor	iuvō
vīta	21. cōnsidō	cōnsidō	27. inopia
potestās	octō	octō	proiciō
emō	quis (interrog.)	quis (interrog.)	pāreō

servus	occultō	pār
pōscō	ignōrō	condiciō
conquīrō	28. unde	29. puer
sex	āmittō	mulier
trādō	famēs	caput
salūs	ratio	summa
		redeō

CÆSAR, GALLIC WAR, BOOK II

1. suprā	interest	10. fallō
crēber	cōnfligō	inīquus
rūnor	tueor	dēficio
coniūrō	tūtus	dēcertō
sollicitō	reddō	sententia
2. ineō	commeātus	appropinquō
aestās	efficiō	11. tumultus
incipio	cohors	statim
negōtium	6. lapis	perspiciō
3. opiniō	iaciō	subsequor
permittō	nūdō	fugiō
cōnsentiō	porta	prior
cēteri	subsidium	perturbō
4. sic	7. paulisper	ōrdō
plērique	sīgnificō	12. vacuus
intrā	8. opportūnus	audiō
explōrō	idōneus	agger
commūnis	ēditus	turris
centum	plānitiēs	13. nāscor
postulō	uterque	tendō
regiō	frōns, -ntis	vōx
nunc	lēnis	14. redigō
rēx	paulātim	15. mora
dēferō	tormentum	dēdō
ferus	9. palūs	aditus
totidem	neuter	remittō
5. diligēns	prōtinus	
doceō	ūsus	

COLLEGE ENTRANCE WORD LIST—THIRD YEAR

(Rearranged according to first appearance: Lodge and Hurlbut lists used as guides)

CICERO, AGAINST CATILINE I

1. tandem	avus	dēnique
patientia	cōnsulāris	improbus
ōs, ōris	praetor	perditus
vultus	vērūm (conj.)	fateor
2. immō	tabula	6. auris
notō	tamquam	adhūc
dēsignō	clēmēns	etenim
prīdem	tantum (tantus)	tenebrae
pestis	inertia	nefārius
3. privō	nēquitia	pariēs
orbis	5. crēscō	oblīviscor
nimis	moenia	7. meminī
praetereō	perniciēs	Kalendae
acerbus	mōlior	atrōx
cōnsultum	potius, potissimum	diligō (diligentia)
4. quondam	crūdēlis	8. plānus
clārus	tunc (tum)	vigilō

	obscūrus	omittō	servō
	scelus	quotiēns	scelerātus
	taceō	quot	sēcernō
	hic (adv.)	āiō	latrōcinium
9.	sānctus	adsequor	24. forum
	exitium	16. sīca	soleō
	igitur	sacer	voluptās
10.	aliquandō	miserīcordia	pariō
	nimium	necessārius	ōtium
	sinō	contingō	26. iaceō
11.	infestus	inānis	stuprum
	totiēns	17. pactum	obeō
	insidior	careō	somnus
	comitia	cōnscientia	praeclārus
	concitō	plācō	frigus
	quamquam	opīnor	27. cōsulātus
12.	templum	patria	vexō
	tēctum	parēns	dēprecor
	propius	pertimēscō	quaesō
	comes	18. aliquot	penitus
13.	exsilium	nex	cūctus
	suādeō	quaestiō	28. gradus
	dēlectō	ēvertō	29. ārdeō
	ōdī	quisquis	sanguis
	dēdecus	abhorreō	parricīda
	haereō	dēsīnō	30. dissimulō
	libidō	19. habitō	intendō
	facinus	repudio	stultus
	flāgitium	vidēlicet	exstinguō
	fāx	carcer	sēmen
14.	nūper	vinculum	31. fortasse
	existō	20. attendō	morbis
	vindicō	ecquis	32. cūria
	praetermittō	21. quiēscō	patefaciō
	impendeō	cārus	33. ōmen
	īdūs	honestus	auspiciū
	ignōminia	utinam	latrō, -ōnis
	vitium	tametsī	foedus, -eris
15.	caelum	invidia	societās
	spīritus	pudor	aeternus
	iucundus	23. sermō	morior
	nesciō	sīn	

CICERO, AGAINST CATILINE III

1.	coniunx	adsiduus	14. fidēlis
	domicilium	6. exigō	collēga
	pulcher	comitātus	praetūra
	hodiernus	7. frequēns	colōnus
	ergā	8. aedēs	sānō
	flamma	indicō, -āre	15. supplicātiō
2.	inlūstris	9. fātum	pūniō
	profectō	virgō	16. temeritās
	condō	10. tabella	aptus
	benevolentia	legō, -ere	17. cervix
	dēlūbrum	recitō	dēnūntiō
3.	manifestus	dēbilitō	furtum
	salvus	imāgō	palam
	verbum	amō	quoad
	restō	11. dēmēns	nūtus
4.	optō	ingenium	humānus
5.	hesternus	13. argūmentum	occidō
	villa	intueor	

19. cīvilis	togātus	sedēs
nūmen	24. recordor	27. externus
flectō	lūmen	rēctē
20. lūdus	ulcīscor	prōsum
excelsus	25. flōreō	quandō
21. praecipuus	concordia	violō
index	quālis (cf. tālis)	28. frūctus
22. ignōscō	26. monumentum	29. tractō
23. celebrō	triumphō	

COLLEGE ENTRANCE WORD LIST—FOURTH YEAR

(Rearranged according to first appearance; Lodge and Hurlbut lists used as guides)

N. B.—Watch for compounds in *-cumbō* and *-cutiō*.

ÆNEID, BOOK I

1. canō	60. spēlunca	142. citus
4. superī	āter	tumeō (tumidus)
saevus	63. habēna	147. rota
memor	66. mulceō	149. saeviō
8. laedō	flūctus	150. volō, -āre
9. -ve	69. puppis	152. sileō
rēgina	71. nympha	arrigō
volvō	73. cōnūbium	astō
10. īsignis	75. prōlēs	155. genitor
14. dīves	79. epulae	161. sinus
asper	81. cavus	scindō
17. currus	cuspis	162. rūpēs
18. foveō	82. velut	geminus
19. progeniēs	88. subitus	164. coruscus
20. ōlim	90. polus	165. horreō
21. superbus	micō	nemus
27. spernō	aether	immineō
29. accendō	92. extemplō	umbra
super	membrum	167. intus
aequor	93. duplex	169. uncus, a, um
31. arceō	sīdus	morsus
33. mōlēs	palma	173. artus
34. tellūs	94. ter	175. folium
35. vēlum	99. ingēns	179. torreō
spūma	100. unda	184. cervus
sāl	101. galea	185. armentum
36. pectus	102. strīdeō	186. pāscō
40. pontus	103. feriō	187. arcus
41. furia	104. prōra	130. sternō
42. nūbēs	106. pendeō	191. turba
43. ratis	107. harēna	193. hūrus
45. turbō, -inis	108. torqueō	196. hērōs
scopulus	112. cingō	198. ignārus
acuō	113. fidus	200. rabiēs
46. dīvus	114. vertex	sonō
50. cor	115. prōnus	202. maestus
51. nimbus	118. appāreō	210. daps
52. vāstus	nō	211. viscus
antrum	gurgēs	212. secō
53. luctor	123. imber	tremō
56. fremō	126. stāgnum	213. aēnus
celsus	129. ruīna	214. herba
57. scēptrum	130. dolus	215. pinguis
58. nī	131. for	216. mēnsa
59. aura	138. pelagus	221. gemō

228. tristis	357. celerō	449. foris
niteō	359. ignōtus	589. decōrus
230. fulmen	pondus	590. iuventa
232. fūnus	364. fēmina	592. ebur
239. sōlor	366. surgō	flāvus
244. fōns	367. solum, -i	597. miseror
246. arvum	388. carpō	602. spargō
256. osculum	389. limen	604. cōnsciū
libō	392. augurium	607. fluvius
259. sublimis	394. āles	611. laevus
263. ferōx	399. pūbēs	626. stirps
267. cognōmen	404. spīrō	629. dēmum
273. dōnec	406. agnōscō	634. taurus
275. lupus (lupa)	412. amictus	648. rigeō
fulvus	417. caleō	651. hymenaeus
278. meta	sertum	654. collum
280. fatīgō	425. sulcus	655. corōna
286. origō	429. decus	658. faciēs
287. astrum	478. pulvis	cupīdō
291. saeculum	hasta	660. os, ossis
292. cānus	480. crīnis	implicō
293. dīrus	pandō	ūrō
295. vinciō	481. tundō	672. cessō
296. nōdus	489. niger	681. sacrō
297. gignō	495. stupeō	684. induō
300. āer	497. caterva	685. gremium
301. āla	499. chorus	690. exuō
306. almus	500. glomerō	693. mollis
312. gradior	513. obstīpescō	694. flōs
comitor	531. ūber (subst.)	701. famulus
314. obvius	541. cieō	702. tondeō
317. volucer	552. aptō	704. struō
318. umerus	stringō	708. torus
suspendō	557. fretum	pingō
319. coma	580. dūdum	724. crātēr
320. genū	581. compellō, āre	729. patera
321. iuvenis	453. lūstrō	731. hospes
323. pharetra	458. ambō	738. hauriō
325. ōrdior	461. ēn	742. lūna
335. dignor	473. bibō	743. pecus, -udis
341. germānus	436. ferveō	745. properō
349. aurum	438. suspiciō, -ere	tingō (tinguō)
caecus	441. lūcus	747. plausus
352. vānus	447. dōnum	751. Aurōra
lūdō	448. nectō	

ÆNEID, BOOK II

8. umidus	135. lacus	223. saucius
23. carīna	143. misereor	224. secūris
25. reor	155. ēnsis	227. clipeus
38. latebra	169. retrō	239. fūnis
51. curvus	171. mōnstrum	245. sistō
57. ecce	172. sīmulācrum	249. frōns, -ndis
58. pāstor	184. nefās	vēlō
63. visō	186. texō	253. sopor
69. heu	194. nepōs	259. laxō
96. ūltor	198. domō	275. exuviae
101. nēquīquam	202. mactō	285. serēnus
120. gelidus	204. anguis	290. culmen
121. vātēs	211. lingua	297. penetrālia
133. vitta	214. serpō	306, satus
134. lētum	amplector	bōs

307. praeceps	423. signō	513. iūxtā
323. arduus	431. cinis	laurus
333. mucrō	433. (vicis)	515. altāria
344. gener	435. aevum	542. sepulchrum
355. ceu	442. postis	544. ictus
358. faux	457. socer	545. raucus
siccus	458. ēvādō	609. fūmus
359. vādō	471. grāmen	611. quatiō
364. passim	480. vellō	639. solidus
373. sērus	488. ululō	694. stella
380. nītor, nītī	489. paveō (pavidus)	722. pellis
trepidus	495. immittō	leō
381. caerul(e)us	496. amnis	749. fulgeō
382. secus (adv.)	499. stabulum	752. principium
383. dēnsus	503. thalamus	780. arō
386. exsultō	512. axis	792. braccium

ÆNEID, BOOK III

24. viridis	189. ovō	508. opācus
25. rāmus	216. foedus, a, um	513. sēgnis
27. rādīx	219. intrō, āre	521. rubeō (rubescō)
31. lentus	247. iuvenus	541. suescō
34. veneror	258. penna (pinna)	542. frēnum
36. rīte	274. mox	555. pulsō
43. cruor	287. carmen	571. tonō
46. iaculum	390. īlex	573. candeō
63. mānēs	409. castus	586. nūbila
66. tepeō (tepidus)	423. ērigō	611. pignus
92. mūgiō	alternus	627. dēns
120. albus	432. canis	636. torvus
144. precor	467. lōrica	659. truncus
172. attonō	468. crista	pīnus

ÆNEID, BOOK IV

18. taeda	128. rīdeō	294. ōcior
26. palleō	133. cūnctor	457. marmor
66. ēdō, ēsse	174. vēlōx	526. liquidus
73. (h)arundō	242. virga	643. macula
117. vēnor	250. nix	673. unguis
119. radius	254. avis	675. fraus

ÆNEID, BOOK V

91. lēvis	206. crepō	502. nervus
141. lacertus	251. purpura	554. lūceō
143. rōstrum	307. spīculum	697. madeō (madescō)
147. verber	426. dīgitus	

ÆNEID, BOOK VI

101. stimulus	267. mergō	597. porrigō
203. sidō	493. hiō	881. fodiō

VERB SYNOPSIS

Apart from a clear understanding of a verb synopsis, students wonder why after all learn principal parts. It is a test of superior instruction for a class to be able to make a form quickly or to analyze a form readily. The Extension Department of The University of Texas can supply at small cost printed blanks for use in the schools. An excellent plan would be for every school to possess a special board for this purpose with the lettering done in white paint. Students would be glad to contribute to the cost.

SAMPLE SYNOPSIS

Principal Parts: Pres. A. Indic. *frango*; Pres. A. Infin. *frangere*; Perfect A. Indic., *frēgi*; Perfect P. Participle *fractus*

Present System A. and P. (Made on Present Infinitive)	Perfect System A. (Made on Perfect Indicative)	Perfect System P. (Made on Past Participle)
<i>Indicative</i>	<i>Indicative</i>	<i>Indicative</i>
Present A. <i>frangit</i>	Perfect A. <i>frēgit</i>	Perfect P. <i>fractus est</i>
Present P. <i>frangitur</i>	Pluperfect A. <i>frēgerat</i>	Pluperfect P. <i>fractus erat</i>
Imperfect A. <i>frangēbat</i>	Future Perfect A. <i>frēgerit</i>	Future Perfect P. <i>fractus erit</i>
Imperfect P. <i>frangēbatur</i>.....	.....	.....
Future A. <i>franget</i>.....	.....	.....
Future P. <i>frangētur</i>.....	.....	.....
<i>Subjunctive</i>	<i>Subjunctive</i>	<i>Subjunctive</i>
Present A. <i>frangat</i>	Perfect A. <i>frēgerit</i>	Perfect P. <i>fractus sit</i>
Present P. <i>frangātur</i>	Pluperfect A. <i>frēgisset</i>	Pluperfect P. <i>fractus esset</i>
Imperfect A. <i>frangeret</i>.....	.....	.....
Imperfect P. <i>frangerētur</i>.....	.....	.....
<i>Imperative</i>		
Present A. <i>frange</i>		
Present P. <i>frangere</i>		
Future A. <i>frangitō</i>		
Future P. <i>frangitor</i>		
<i>Infinitive</i>	<i>Infinitive</i>	<i>Infinitive</i>
Present A. <i>frangere</i>	Perfect A. <i>frēgisse</i>	Perfect P. <i>fractus esse</i>
Present P. <i>frangi</i>		*Future A. <i>fractūrus esse</i>
		Future P. <i>fractum iri</i>
<i>Participle</i>		<i>Participles</i>
Present A. <i>frangēns</i>		Perfect P. <i>fructus</i>
<i>Gerund</i>		*Future A. <i>fractūrus</i>
<i>Frangendī</i> (gen.).....		
<i>Gerundive</i>		
<i>Frangendus-a-um</i>		
19	6	10

NOTE: In the present system there are 19 forms, for a regular active transitive verb. The intransitive verb lacks the passive forms. The present participle is regularly active. There is no passive present participle. The gerund is an active, verbal, neuter noun, having the oblique cases, with the nominative supplied by the present infinitive. The gerundive is a passive, verbal adjective.

Many English verbs are derived from the present infinitive of Latin. Many English adjectives are derived from present participles in Latin, *ant*, *ent*, *ient*.

In the perfect system there are 6 forms, and these are all active. The forms in this system are lacking in the deponent verb.

The perfect indicative forms no basis for English derivatives.

*These two forms are active, though in a passive system. They are also active in form for deponent verbs.

There are 10 forms in the passive system. The forms of this system are used for the perfect system of deponent verbs.

Many English nouns (especially abstract nouns) and adjectives are derived from the past participle.

BOOKS SUGGESTED AS PREPARATORY READING FOR ESSAYS

The books are grouped according to the fields in which the subjects lie. Most of them are cheap. Only a few titles are given. The list might easily be made much longer. For additional titles a good source is *The Teaching of Latin* by Mason DeWitt Gray, New York, D. Appleton & Co., 1929 (Appendix: Bibliography and Equipment).

Cicero and Caesar.

The histories of Rome. Mommsen's is a work of genius, though too favorable to Caesar and unjust to Cicero.

Myers, P. V. N., *Rome: Its Rise and Fall*, Ginn & Co., 1901. An old but simple, clear, and interesting treatment.

The histories of Latin literature.

Duff, J. W., *A Literary History of Rome*, C. Scribner's Sons, 1923. The best history of Latin literature in English. The new reprint is reasonable in price.

Plutarch's *Life of Cicero*, Everyman's Library, E. P. Dutton & Co., 1910. Everybody ought to read Plutarch, whether writing an essay or not, beyond all other writers about the ancients. Fascinating and enlightening.

Strachan-Davidson, J. L., *Cicero and the Fall of the Roman Republic*, G. P. Putnam's Sons, 1894. The best life of Cicero in English.

Boissier, Gaston, *Cicero and His Friends*, translated by A. D. Jones, London, Ward, Lock, and Co. A delightful and most informing book.

McKinlay, A. P., *Letters of a Roman Gentleman*, Houghton, Mifflin Co., 1929. An attractive picture of Cicero taken from his letters.

Plutarch's *Life of Caesar*, Everyman's Library, E. P. Dutton & Co., 1910.

Fowler, W. W., *Julius Caesar*, G. P. Putnam's Sons, 1894. The best life of Caesar in English.

The Introductions to the school editions of *Caesar's Gallic War*, especially A. T. Walker's (Scott, Foresman, and Co., 1928).

Davis, W. S., *A Friend of Caesar*, The Macmillan Co., 1915. A readable novel of Caesar's time.

Tacitus' *Germania*, Translated by M. Hutton, Loeb Library, G. P. Putnam's Sons, 1920. The main source of what we know of ancient Germany.

Virgil.

The Introductions to the various school editions of the *Aeneid*, especially these two: Knapp (Scott, Foresman, and Co., 1928), and Greenough, Kittredge, and Jenkins (Ginn & Co., 1930).

Rhoades, James, *The Poems of Virgil*, translated into English verse, Oxford University Press, 1920. The use of ponies is fatal to any real knowledge of Latin, but reading poetical versions so as to get a broader view of the poem or author is very helpful. Rhoades' is one of the best versions of the whole of Virgil.

Williams, T. C., *The Aeneid of Virgil*, translated into English verse, Houghton, Mifflin Co., 1910. The most sympathetic version of the *Aeneid* into English. Williams' rendering of the *Bucolics* and *Georgics* is also excellent.

Mackail, J. W., *Virgil and His Meaning to the World Today*, Longmans, Green, and Co., 1924. A brief but helpful view by a master of style.

Myers, F. W. H., the Essay on Virgil in *Classical and Modern Essays*, The Macmillan Co., 1921. The most discriminating study of Virgil in the language.

Glover, T. R., *Virgil*, The Macmillan Co. Sane and fresh.

Prescott, H. W., *The Development of Virgil's Art*, University of Chicago Press, 1927. Scholarly and up to date but without distinction in style.

Green, J. R., the essay on *Aeneas*, *A Virgilian Study*, in *Stray Studies in England and Italy*, London, Macmillan and Co., 1876. The ablest defense of Aeneas. The great historian of England sees in Aeneas more than a prodigy of cold piety.

Roman Life.

Johnston, H. W., *Private Life of the Romans*, revised by Mary Johnston, Scott, Foresman, and Co., 1932. Perhaps the best short treatment of the subject.

- Davis, W. S., *A Day in Old Rome*, Allyn and Bacon, 1925. Readable.
- Fowler, W. W., *Social Life at Rome in the Age of Cicero*, The Macmillan Co., 1909. By a master of his subject.
- Abbott, F. F., *Society and Politics in Ancient Rome*, C. Scribner's Sons, 1909. Clear and scholarly.
- Smith, Sir William, *A Smaller Classical Dictionary*, edited by E. H. Blakey, Everyman's Library, E. P. Dutton & Co., 1926. An extraordinary value.
- Smith, Sir William, *A Concise Dictionary of Greek and Roman Antiquities*, edited by F. Warre Cornish, New York, H. Holt and Co., 1898. An extremely valuable source of exact and complete information.
- Greek and Roman Mythology.*
- Gayley, C. M., *Classic Myths in English Literature*, Ginn and Co., 1911. An unusually valuable work that every student of the Classics or of English literature ought to own.
- Bulfinch, Thomas, *The Age of Fable*, Everyman's Library, E. P. Dutton and Co. An old standby, still reliable and interesting.
- Sabin, Frances E., *Classical Myths That Live Today*, Silver, Burdett, and Co., 1927. Notable for its examples of classical myths and allusions still current in daily life.
- Gruber, Helen A., *Myths of Greece and Rome*, The American Book Co., 1893. An interesting account.
- Fox, W. S., *Greek and Roman Mythology*, Marshall Jones Co., 1928. More scientific and less readable than the books above named.
- Howe, G., and Harrer, G. A., *A Handbook of Classical Mythology*, F. S. Crofts and Co., 1929. Mythology in the form of a dictionary. Very useful.
- Pompeii.*
- Warscher, Tatiana, *Pompeii in Three Hours*, Rome, 1930. Procurable through the Service Bureau for Classical Teachers, New York University, Washington Square, New York City. An excellent guide full of notable illustrations. A marvel of value.
- Engelmann, W., *A New Guide to Pompeii*, Leipzig, 1925. Procurable through any foreign bookseller, for example F. Bruderhausen, 47 West 47th Street, New York City. Fuller than Warscher.
- Mau, A., *Pompeii, Its Life and Art*, translated by F. W. Kelsey, The Macmillan Co., 1894. The standard work in English. A new edition is said to be in preparation.
- Bulwer-Lytton, Sir Edward, *The Last Days of Pompeii*, Everyman's Library, E. P. Dutton and Co., 1908. A famous novel still enthralling by its vivid pictures.
- The English Debt to Latin.*
- Weekley, E., *The Romance of Words*, E. P. Dutton and Co., 1922. Wonderfully interesting.
- Trench, R. C., *On the Study of Words*. Many editions. An old but still fascinating series of lectures.
- Greenough, J. B., and Kittredge, G. L., *Words and Their Ways in English Speech*, The Macmillan Co., 1901. A scholarly and extended treatment.
- Weekley, E., *A Concise Etymological Dictionary of Modern English*, E. P. Dutton and Co., 1924. Inexpensive and good.
- Skeat, W. W., *An Etymological Dictionary of the English Language*, The Macmillan Co., 1884. An old standby, very useful.
- Fowler, H. W., and Fowler, F. G., *The Concise Oxford Dictionary of Current English*, Clarendon Press, 1929. A remarkably sane and clear work, extremely low in price.
- Johnson, E. L., *Latin Words of Common English*, D. C. Heath and Co., 1931.
- Webster's *New International Dictionary of the English Language*, G. & C. Merriam Co., Springfield, Mass., last complete revision in 1913. A monumental work that every school ought to own, and every student who can afford it.
- Why Study Latin?*
- The American Classical League, New York University, University Heights, New York City, issues a useful series of pamphlets on the subject. A list may be had free. They are all cheap. A few are listed here.

Ellis, W. A., *Why Study Latin?* American Classical League.
Short Statements, American Classical League.

Lodge, Gonzales, *A Reasonable Plea for the Classics*, American Classical League.

The Value of the Classics (a volume of statements by distinguished people), Princeton University Press, Princeton, N. J.

Sabin, Frances E., *The Relation of Latin to Practical Life*, Service Bureau for Classical Teachers, New York University, Washington Square, New York City.

THE TOURNAMENT QUESTIONS OF 1934

In submitting specimens of previous examinations the examiners do not obligate themselves to follow precisely the form of the sample questions. These are given to let pupils see the nature and scope of the tests.

FIRST TERM (JANUARY BEGINNERS, 1934)

QUESTION I—Value 10

- a. Give the rule for the division of Latin words into syllables. Illustrate with *pecunia*, *poeta*, *longus*, *habeo*, *mearum*.
 Sample: ha/be/mus
- b. Give the rule for accenting Latin words. Illustrate with *puero*, *agricola*, *video*, *nauta*, *amicus*.
 Sample: habémus

QUESTION II—Value 5

Decline the Latin word for "sailor," and use an English derivative from this Latin word in a sentence.

QUESTION III—Value 10

Decline the Latin for "the large boy" in the singular, give an English derivative for each Latin word, and illustrate each derivative in a sentence.

QUESTION IV—Value 10

Give the Latin equivalent and an English derivative for the following words and use each derivative in a sentence:

beautiful, field, daughter, tell, big

Sample: praise laudo laudable The laudable acts of the soldier won him a promotion.

QUESTION V—Value 10

For the following English derivatives give the basic Latin word and its English meaning:

fabulous, timorous, amicable, pecuniary, laborious

Sample: laudable laudo praise

QUESTION VI—Value 10

Conjugate the present indicative of the verb "to be" and the present indicative active of "to praise," indicating the long vowels and the accents.

QUESTION VII—Value 20

In the following sentences indicate the long vowels of the inflectional endings, translate each sentence, and explain the case of the italicized forms:

1. *Poetas* bonos laudamus.
2. In *silvis* magnis laboratis.
3. Laborantne *puellae* pulchrae saepe in agris?
4. *Filia* nostra fabulas multas *puero* narrat.
5. *Nauta* equum magnum *agricolae* timet.

QUESTION VIII—Value 25

Translate the following sentences into Latin, marking the long vowels of inflectional endings:

1. We love the daughters of the good farmer.
2. The industrious girls see your good friends.
3. The islands are small but beautiful.
4. Who sees the little rose?
5. Does he have the large horse of my friend?

FIRST YEAR (SEPTEMBER BEGINNERS)

QUESTION I—Value 10

Decline the Latin for "our sailor" and "the beautiful city," marking all the long vowels.

QUESTION II—Value 15

Give the Latin word for each of the following and one English derivative for each Latin word, and use each derivative in an English sentence that will show that you understand its meaning:

life, king, end, head, send, reward, money, soldier, enemy, boy

Sample: slave servus servility The servility of the courtiers was shameful.

QUESTION III—Value 10

Give the principal parts, marking the place of the accent, for the verbs meaning write, conquer, hear, warn, throw.

QUESTION IV—Value 10

Conjugate, marking the long vowels:

1. Imperfect passive of *capio*
2. Future active of *sum*
3. Present passive of *interficio*
4. Future passive of *moveo*
5. Perfect active of *pono*

QUESTION V—Value 5

Divide the following words into syllables and mark the position of the accent:

periculum, defendebam, terrentur, itinera, meorum

Sample: ha/bé/mus

QUESTION VI—Value 25

Translate the following sentences and name the case and explain the construction of the italicized words:

1. *Quid* pueri et puellae ad magistros suos scribunt?
2. Amicus bonus in horto magno puerum, legati *filium*, defendit.
3. Milites nostri ad urbem cum *nuntiis* properabant.
4. Cur equi *hostium* in silva territi sunt?
5. Quis *civibus* fabulam de bello populi Romani narravit?

QUESTION VII—Value 25

Translate into Latin, marking the long vowels in the inflectional endings:

1. The river was deep and wide but not beautiful.
2. Lazy men ought not to pitch camp in the mountains.
3. The inhabitants of the town gave many rewards to those soldiers.
4. The little islands of your (singular) king were well fortified.
5. These farmers frequently make long roads through the fields.

THIRD TERM (BEGUN JANUARY, 1933)

QUESTION I—Value 15

Give the form indicated for each verb; mark long vowels in the inflectional endings:

Sample: 1. habēmus

1. *eo*, future indicative third plural
2. *volo*, present indic. second sing.
3. *possum*, perfect active infinitive
4. *interficio*, present active participle, nomin. sing.
5. *scio*, present subjunctive active, first sing.
6. *quaero*, perfect passive participle, nom. sing. neut.
7. *video*, perfect active subjunctive, third plu.
8. *vinco*, pluperf. subj. active, second plu.
9. *iacio*, imperf. indic. passive, second sing.
10. *gero*, imperf. subj. passive, third sing.
11. *adsum*, perf. indic. active, first plu.
12. *iubeo*, future perf. indic. passive, second plu.
13. *cupio*, present passive infinitive
14. *ago*, pluperf. indic. passive, second sing.
15. *moveo*, perfect passive infinitive

QUESTION II—Value 15

Decline the following in the number indicated, marking long vowels in the inflectional endings, and translate in the nominative:

1. *res publica*, singular
2. *alter exercitus*, singular
3. *ultimus finis*, plural
4. *civis noster*, singular
5. *totum corpus*, plural

QUESTION III—Value 10

- a. Give the basic Latin word from which each of the following is derived, define the Latin word, and use the English derivative in a sentence:
itinerant, suburban, impetus, relinquish, delete
- b. Give an English derivative from each of the following and use the English word in a sentence:
vulnero, audio, solus, per, pater

QUESTION IV—Value 5

Write definitions of consul, Colosseum, Tiber, Apollo, legion

QUESTION V—Value 5

Compare *miser* and *bonus* and the adverbs from *carus* and *celer*.

QUESTION VI—Value 25

Translate into English: (The First Eruption of Vesuvius)

Vesuvius est altus mons in Campania, pulcherrima parte Italiae. Quo in monte, temporibus antiquis, nemo credebat esse ullum periculum. Sed anno (year) LXXIX illa loca fortiter mota sunt flammis e monte *venientibus*, ut miseri incolae territi, alii in aliam partem *fugerent*. Multi, ut vitam *servarent*, ad ripas fluminum longe a moenibus urbium abierunt. Fortes et impigri *ignavis* auxilium tulerunt. Multi tamen interfecti sunt. Domūs et templa urbium cineribus (ashes) *celeriter* abdita sunt (abdo = hide). Duo ex illis urbibus Pompeii et Herculaneum erant, quae urbes nostris temporibus in conspectum reveniunt.

QUESTION VII—Value 5

Explain the construction of the five italicized words in the passage above.

QUESTION VIII—Value 20

Translate into Latin:

1. The slaves worked so briskly that they were praised by the master.
2. We shall defend our dear native land that the enemy may not destroy it.
3. I said to the general that I could not lead the horses from the forest now.
4. Did you show these women who came into the garden the roses which are there?

SECOND YEAR

QUESTION I—Value 25

Translate into English:

Caesar, cum iniquo loco pugnari hostiumque augeri copias videret, praemeuens suis ad Titum Sextium legatum, quem minoribus castris praesidio reliquerat, misit, ut cohortes ex castris celeriter educeret et sub infimo colle ab dextro latere hostium constitueret; ut, si nostros loco depulsos vidisset, hostes terreret. Ipse paulum ex eo loco cum legione progressus, ubi constiterat, eventum pugnae exspectabat.

QUESTION II—Value 10

Answer (1) OR (2)

- (1) Construe in the passage quoted in Question I augeri, videret, praemeuens, praesidio, constitueret.
- (2) Diagram in the first sentence of the passage quoted in Question I that part beginning with *Caesar* and ending with *educeret*.

QUESTION III—Value 15

Read carefully the following passage. Do not write the translation, but answer in English the questions set below. *Use complete sentences.*

Partito exercitu Titum Labienum cum tribus legionibus ad Oceanum in eas partes, quae Menapios attingunt, proficisci iubet; Gaium Trebonium cum pari legionum numero ad eam regionem, quae Aduaticis adiacet, depopulandam mittit; ipse cum reliquis tribus ad flumen Scaldem extremasque Arduennae partes ire constituit, quo cum paucis equitibus profectum Ambiorigem audiebat. Discedens post diem septimum sese reversurum confirmat; quam ad diem ei legioni, quae in praesidio relinquebatur, frumentum deberi sciebat. Labienum Treboniumque hortatur, si rei publicae commodo facere possint, ad eam diem revertantur; ut rursas communicato consilio exploratisque hostium rationibus, aliud belli initium capere possint.

Hints on vocabulary:

Partio—divide
 discedo—depart, withdraw
 commodum—advantage
 communico—share
 ratio—course of action

- (1) Who were the leaders of the three divisions of the army, as described in this passage?
- (2) What the destination of each division?
- (3) When did Caesar plan to return, and for what occasion?
- (4) What instructions did he give his lieutenants about returning?
- (5) Upon their return what steps in the campaign were they to take?

QUESTION IV—Value 25

Translate into Latin:

1. When Caesar heard the shout, he urged the lieutenants to lead out their forces from camp.
2. If the men had been braver, the town would have been captured easily.
3. Let the leader ask from what place the enemy are starting out.
4. So great was the courage of all our men that the enemy was conquered and withdrew.

QUESTION V—Value 15

1. Give the principal parts of *sequor* and *video*.
2. Compare *celeriter* and *parvus*.
3. Give the nominative plural of *praesidium*, *legio*, *legatus*.
4. Give the genitive singular and the genitive plural of *exercitus* and *pars*.
5. Conjugate *relinquo* in the perfect passive indicative; conjugate *audio* in the imperfect subjunctive active.
6. Give the participles of *mitto*.

QUESTION VI—Value 10

1. To what Latin word or words is each of the following English words related? Use each of these words in an English sentence which will show that you understand its meaning: *reversal*, *debit*, *progressive*, *dexterity*, *pugnacious*.
2. Give one English derivative from each of the following Latin words and use each derivative in an English sentence which will show that you understand its meaning; *celer*, *iniquus*, *latus* (*lateris*), *initium*, *ratio*.

THIRD YEAR

QUESTION I—Value 20

Translate:

- (a) Haec ego omnia vixdum etiam coetu vestro dimisso comperi; domum meam maioribus praesidiis munivi atque firmavi, exclusi eos quos tu ad me salutatum mane miseras, cum illi venissent, quos ego iam multis ac summis viris ad me id temporis venturos esse praedixeram.
- (b) Itaque hesterno die L. Flaccum et C. Pomptinum praetores, fortissimos atque amantissimos rei publicae viros, ad me vocavi, rem exposui, quid fieri placeret ostendi. Illi autem, qui omnia de re publica praeclara atque egregia sentirent, sine recusatione ac sine ulla mora negotium susceperunt et, cum advesperasceret, occulte ad Pontem Mulvium pervenerunt atque ibi in proximis villis ita bipartito fuerunt, ut Tiberis inter eos et pons interesset.

QUESTION II—Value 15

Questions based on the preceding translation:

- (a) Name the case and explain the construction of *coetu*, *quos* (italicized word), *viris*, *die*, *rei publicae*.
- (b) Name the mood and tense and explain the construction of *miseras*, *venissent*, *venturos esse*, *fieri*, *placere*, *sentirent*.
- (c) Explain the custom alluded to in *salutatum mane*.
- (d) Why had the men been sent to Cicero's house?
- (e) Where was the Pons Mulvius?
- (f) What did Cicero's men accomplish there?

QUESTION III—Value 20

Questions on forms:

- (a) Decline in full: *dies*, *flumen*, *tu*.
- (b) Conjugate:
 1. *video* in imperfect subjunctive passive
 2. *fero* in present indicative active
 3. *porto* in future perfect indicative active
 4. *duco* in future indicative passive
 5. *volo* in present subjunctive
- (c) Write these forms:
 1. Dative gerund of *audio*
 2. Present participle genitive plural of *rego*
 3. Present passive infinitive of *capio*
 4. Supine accusative of *quaero*
 5. Ablative singular masculine of *omnis*
 6. Genitive singular feminine of *nullus*

7. Superlative of *acriter*

8. Present imperative second singular of *sequor*.

- (d) Give the principal parts of the following verbs and mark the place of the accent of each form: *cognosco, haereo, confero, secerno*

QUESTION IV—Value 20

Translate at sight: (On the value of Roman citizenship)

Si tu apud Persas aut in extrema India deprehensus, Verres, ad supplicium ducerere, quid aliud clamares nisi te civem esse Romanum? Homines tenues (insignificant), obscuro loco nati, navigant. Adeunt ad ea loca quae nunquam antea viderunt, ubi noti esse eis quo venerunt non possunt. Hac una tamen fiducia civitatis (reliance on citizenship) non modo apud nostros magistratus, neque apud cives solum Romanos fore se tutos arbitrantur; sed quocumque venerint, hanc sibi rem praesidio sperant futuram esse. Tolle hanc spem, tolle hoc praesidium civibus Romanis: iam omnes provincias, iam omnia regna, iam omnes liberas civitates, iam omnem orbem terrarum, qui semper nostris hominibus maxime patuit, civibus Romanis praecluseris (cut off).

QUESTION V—Value 20

Translate into Latin: (Vocabulary may be taken from translation passage in Question I)

1. We strengthened the guards because we knew that Catiline would send men to kill Cicero.
2. The consul will ask these men who ordered them to dismiss the gathering.
3. After they had reached the bridge, the praetors persuaded them not to go back to Rome.
4. Cicero explained the situation so well that he was believed by all the senators.

QUESTION VI—Value 5

Questions on the life of Cicero:

1. When and where was Cicero born?
2. Name in their order the three offices which he held before the consulship.
3. In what year was he consul?
4. What side did he join in the civil war and with what result?
5. Why was he assassinated and in what year?

FOURTH YEAR

QUESTION I—Value 15

Translate:

- (a) Nate, quis indomitas tantus dolor excitat iras?
 Quid furis? aut quonam nostri tibi cura recessit?
 Non prius aspicias, ubi fessum aetate parentem
 Liqueris Anchisen? superet coniunxne Creusa,
 Ascaniusque puer? quos omnes undique Graiae
 Circum errant acies, et, ni mea cura resistat,
 Iam flammae tulerint inimicus et hauserit ensis.

- (b) Impius ex quo

Tydides sed enim scelerumque inventor Ulixes,
 Fatale aggressi sacrato avellere templo
 Palladium, caesis summae custodibus arcis,
 Corripuere sacram effigem, manibusque cruentis
 Virgineas ausi divae contingere vittas,
 Ex illo fluere ac retro sublapsa referri
 Spes Danaum, fractae vires, aversa deae mens.

QUESTION II—Value 20

Part 1. Value 7. EITHER (a) or (b); not both.

- (a) Diagram: Impius ex quo Tydides scelerumque inventor Ulixes fatale aggressi sacrato avellere templo Palladium, ex illo retro sublapsa referri spes Danaum.
- (b) Construe the following words in the passages set for translation in Question I: *nostris, aetate, superet, corripuere, referri*.

Part 2. Value 14. Forms (words taken from passages in Question I.)

1. Decline in full: *scelerum, manibus*.
2. Conjugate in given tense, mood, and voice: *liqueris, superet*.
3. Give principal parts of *referri, fractae*.
4. Give all infinitives and participles of *tulerint, ausi*.

QUESTION III—Value 10

Part 1. Give clearly the setting of the two passages set for translation in Question I.

Part 2. Copy and write the scansion of the first four lines of passage (b) in Question I (beginning with *Tydides . . .*).

QUESTION IV—Value 5

What words are needed to fill out the blanks in the following paragraph? Answer by numbers. Do not write out the paragraph.

Virgil was born at 1 and died at 2 in the year 3. He requested that the 4 be destroyed after his death, but it was published by the order of 5. This work was modelled upon the 6 and the 7. Virgil's three most famous friends were 8, 9, 10.

QUESTION V—Value 10

Part 1. Write a sentence identifying each of the following:
Pygmalion, Achates, Olympus, Priam, Latium.

Part 2. Write out the four lines beginning *Venit summa dies*.

QUESTION VI—Value 15

Translate at sight: (Jupiter decrees that the fates shall decide the conflict between the Trojans and the Italians without any interference of the gods.).

Tum Pater omnipotens, rerum cui prima potestas;
Infit: eo dicente deum domus alta silescit
Et tremefacta solo tellus; silet arduus aether;
Tum zephyri posuere; premit placida aequora pontus.
"Accipite ergo animis atque haec mea figite dicta.
Quandoquidem Ausonios coniungi foedere Teucris
Haud licitum, nec vestra capit discordia finem;
Quae cuique est fortuna hodie, quam quisque secat spem,
Tros Rutulusve fuat, nullo discrimine habebo."

Vocabulary: tremefacta: participle solo: foundation secat: follow
fuat: old form for *sit*

QUESTION VII—Value 15

Write in Latin (for vocabulary consult the passages set for translation in Question I):

1. Aeneas in his frenzy would have forgotten (*oblivisci*) his aged father had not Venus intervened.
2. He said that Ulysses and Tydides killed the guards and with bloody hands snatched away the sacred image of Pallas.
3. Venus asked Aeneas why he was rushing so madly and warned him to find out whether his wife and child were alive.

QUESTION VIII—Value 10

Part 1. Give an English derivative of the following and illustrate each with an English sentence which will show that you understand the meaning:
nubere, unda, pendere, felix, corpus.

Part 2. Give with its meaning the basic Latin word from which each of the following is derived:

reluctant, ventilate, concurrent, associates, sanguinary.