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of Latin teaching in the high schools of Texas

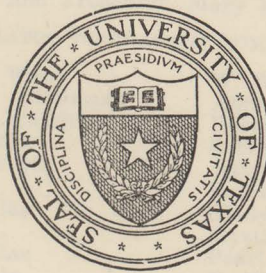
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W. J. Battle, Ruby R. Terrill, Mrs. H. J. Leon, Associate Editors

Number 24

TOURNAMENT NUMBER

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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. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

LATIN LEAFLET

Number 24

THE LATIN TOURNAMENT FOR 1931

This issue of the *Leaflet* is devoted to the work of the Latin Tournament to be held in April of 1931. An effort has been made to publish early so that copies may be in the hands of the teachers in the beginning of the session. Whatever material is here omitted will be brought to the meeting of the Classical Association next November at Houston.

Again the *Leaflet* takes occasion to urge all teachers of Latin who desire to keep in touch with their co-laborers and to advance the interests of their subject to attend the November meeting. Let every teacher ask himself how many state meetings he has attended. There is a fair-sized group of teachers who devote themselves to the advancement of the classics in Texas. The leaders greatly desire to know all who have assumed the responsibility of teaching. They believe that it is a wholesome thing to come together at least once a year for a few hours of serious conference. Along with the programs there is always an hour for fellowship. Physicians and lawyers take a great pride in knowing their colleagues. No teacher should be satisfied to stay out of the ranks of his profession.

Membership in the Texas Teachers' Association carries with it membership in the Texas Classical Association. The dues are \$3.00 a year payable to the secretary, Mr. R. T. Ellis, 707 Neill P. Anderson Building, Fort Worth.

To promote the work of the Tournament, and of the classics generally, it has become a custom for teachers to pay a voluntary fee of \$1.00 each year. This amount is sent to Miss Mary K. Tevis, Denton.

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GENERAL DIRECTIONS FOR TEACHERS

1. Each school is allowed two representatives for each year's work. In a preliminary contest, held not more than *two weeks* before the date of the Tournament, select the two who make the highest grades.

2. In 1931 there will be 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 will be doing the first half of the second-year work), Second Year, Third Year, Fourth Year. Third-term pupils are not eligible to contest with first-term pupils.

3. No senior will be allowed to participate in the first-year contest.

4. *Essays.*—One essay each may be submitted for first, second, third, and fourth year. Contestants may do as much study and reading as desired previous to the date of the local essay contest, but the essay must be written in the presence of the teacher without help from anybody. This original manuscript without correction or revision is to be submitted in the State contest.

The Committee specifies that the teachers carry out the following directions:

- (1) No essay may be less than 500 words or more than 1,000.
- (2) The essay is to be written on one side of the paper only.
- (3) An assumed name is to be written at the top of each page. Neither the name of the student nor the name of the school is to appear on the paper.
- (4) Before the time of the local contest, the pupil may prepare his bibliography and a brief outline (without subdivisions) i. e., main topics (not complete sentences).
- (5) All essays with key to assumed names must be sent to Mrs. Marian C. Butler, 2316 Colcord Avenue, Waco.
- (6) The limit set for all essays to be in Mrs. Butler's hands is March 1, 1931.
- (7) A student may enter an essay whether he represents the school in the April contest or not.

5. *Prizes.*—Uniform prizes will be given throughout the State: to contest winners, pins; to essay winners, pins of different design; to winning schools, loving cups. The pins will be furnished by the State Committee, but paid for by the entertaining centers.

6. *Geographical Lines.*—Schools must send their representatives to the nearest center, unless special permission is granted for a change. This ruling is to protect the entertaining city from being asked to house contestants for more than one night.

7. *Grading.*—Every possible effort will be made to have grading done fairly. No change in grading will be made *after results are announced.*

8. *Expenses.*—On the day of the contest each pupil registering must pay an individual fee of *one dollar.* This amount will be used toward defraying the expenses of the local contest.

To relieve the burden hitherto resting on the entertaining center, each contestant will hereafter pay for his lunch. In most cases this lunch can be obtained at a minimum cost from the cafeteria of the school.

To defray publicity expenses, each school that plans to enter will pay *two dollars.* This registration fee as well as requests for information is to be sent to Mrs. Marian C. Butler, 2316 Colcord Avenue, Waco. It will aid the Tournament management if teachers mail registration sheets early. Copy the following form.

PRELIMINARY REGISTRATION SHEET

MRS. MARIAN C. BUTLER, State Chairman for Latin Tournament,
2316 Colcord Avenue, Waco, Texas.

Enclosed find \$2 to enroll _____ School
in Latin Tournament for April, 1931.

Of the centers (Belton, El Paso, Gainesville, Houston, Lubbock, Mount Pleasant, Quanah, San Antonio, Stamford, some point for the Valley district) the most convenient point 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 and Lourania Miller

WORK TO BE COVERED

Tests for mid-term beginners, for first-year students, and for third-term pupils will be based on material common to the various State-adopted books. No word lists, however, will be furnished for these groups. The tests will include word-analysis, word-building, derivation, forms, sentences, and such background work as the texts afford. Derivatives 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 declension endings and of present infinitives.

Each school will study the pages specified for the book which it has selected. The difference in page limits is due to the fact that some texts give more space to supplementary material than do others.

Mid-term Beginners:

Penick and Procter.....	pages 1- 55
Scott-Horn	pages 1- 94
François	pages 1-108

1. Case uses to be stressed:
 - a. Nominative: subject.
 - b. Genitive: possessive.
 - c. Dative: indirect object of verb.
 - d. Accusative: direct object of verb.
 - e. Ablative: object of prepositions ab, ex, in, cum.

First Year:

Penick and Procter.....	pages 1-129
Scott-Horn	pages 1-241
François	pages 1-313

1. Case uses to be stressed:
 - a. Nominative: subject.
 - b. Genitive: possessive.
 - c. Dative: indirect object of verb.
 - d. Accusative: direct objective of verb; object of certain prepositions.
 - e. Ablative: agent, means, accompaniment; object of certain prepositions.

Third-term:

Penick and Procter—First Book.....	pages 173-224
Sanford and Scott.....	pages 57-106
Scudder	pages 1-132

1. Because of the great diversity of reading matter offered in the three texts used in the State, there will be no prepared passage offered for translation.

2. A sight passage will be required.

3. Comprehension questions will be asked on another sight passage.

4. Constructions will be asked and prose sentences required, based on the principles of grammar common to the three texts. A list of common principles and vocabulary will be furnished to the committee on questions.

5. Diagramming may be used instead of construing. Constructions should be explained according to the directions in this Leaflet.

6. Vocabulary for this division will be that offered in the text studied within the limits mentioned above, together with words common to the three books in the page limits for first-year students.

7. Case uses to be stressed:

a. Nominative: subject.

b. Genitive: possessive.

c. Dative: indirect object.

d. Accusative: direct object, duration of time, object of certain prepositions, subject of infinitive, place to which.

e. Ablative: means, agent, accompaniment, time, ablative absolute, place where, place from.

8. Other material that should be carefully studied:

a. Nine irregular adjectives.

b. Use of locative case.

c. Irregular verbs: *sum, possum*.

d. Compound verbs: *absum, adsum, abeo, exeo, convenio*, etc.

e. Subjunctive: purpose, result, cum circumstantial.

f. Pronouns: personal, possessive, reflexive, demonstrative, *ipse, qui, quis*.

g. Comparison of adjectives and adverbs.

Second Year:

Penick and Procter, Second Book, pages 99–149, including prose exercises beginning on page 247.

Sanford and Scott, pages 242–275 and pages 301–319, including prose exercises beginning on page 469.

Scudder, pages 247–317, including prose exercises beginning on page 431.

1–5. Requirements 1–5, same as for third-term.

6. Word list, based on Book I of Caesar as given in this Leaflet.

7. The content within the page limits for this division should be studied intensively. Yet, as only eight passages will be offered, teachers are urged to read as much as possible from material found in their respective texts. The ability to read with ease can come only with abundant practice.

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

Third Year:

1. Catilines I and III.

2. A sight passage will be required.

3. Comprehension questions will 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 note 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 and 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.—In all years where composition is required some sentences may be taken from the College Entrance and Regents Companion to Caesar and Cicero. These books also provide material for background work, word building, word analysis, derivation, and sight reading.

ESSAY SUBJECTS FOR 1931

First Year:

1. The Romance of Words.
2. An Afternoon at the Circus with Gaius.
3. What I Saw on a Recent Trip to Pompeii.
4. Patriotism Among the Romans.

Second Year:

1. The World's Debt to Caesar.
2. Ariovistus' Impressions of Caesar.
3. Diary of Labienus during the Gallic Campaigns.
4. A German (or Gallic) Woman's View of Caesar's Campaigns.

Third Year:

1. Letter from a Student Advising a Friend to Take Third-year Latin.
2. Cicero, Statesman or Politician?
3. Cicero's Friend, Atticus, as Seen in Their Correspondence.
4. Cicero, Human Being.

Fourth Year:

1. The Women of the Aeneid.
2. Aeneas as a Hero.
3. Creusa and Dido in the Spirit World.
4. Roman Myths Compared with Our Fairy Tales.

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 Roman's*, Scott, Foresman, and Co., 1903. 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. Blake-ney, 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. 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., 1882. 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.
- 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.

WORD LISTS

GENERAL DIRECTIONS

The following are the new lists 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. There is so small a number of words common to the three first-year books adopted by the State that we submit no first-year word list. January beginners and September beginners will master the vocabulary of their respective texts with especial attention given 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) *ilis* (English *ile* and *il*).
 - (7) *icus* (English *ic*).
 - (8) *inus* (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) *ilis* (English *ile*).
 - (2) *abilis* (English *able*) and *ibilis* (English *ible*).
 - (3) *tilis* (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. Due to 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* 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, cōstituere.*

2. Short *a* in the simple verb often changes to short *e*; *carpere, excerpere; spargere, aspergere.*

3. Short *e* often changes to short *i*; *emere, eximere; premere, comprimere; tenēre, retinēre.*

4. A diphthong of the simple verb often gives way to a long vowel: *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*, from *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-orior, 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, out, out of, out and out, thoroughly.*
 (a) The final *x* is assimilated to *f* only: *effereō*
 (b) The final *x* is lost and *e* lengthened before *d, l, m, n, r, v*:
ēducere, ēvehere.
 (c) The form *ex* remains before other letters.
- (7) *In.* This prefix *in* is the Latin 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*: *illidere, 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*, or *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) Certain vagaries appear.
 (1) *prō* becomes *pol* before *l*: *polluere*.
 (2) *prō* becomes *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, trāciō*.

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.

COLLEGE ENTRANCE WORD LIST—SECOND YEAR

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

CAESAR, *Gallie 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	alius	suī
omnis	tertius	differō
dīvidō	ipse	ab, ā
in	noster	flūmen
pars	appellō, -āre	et
trēs	hic	fortis
quī	instituō	proptereā
ūnus	lēx	quod
incolō	inter	atque, ac

longus	rēs	fīrmus
parvus	fīō	spērō
-que	vagor	4. mōs
ad	finitimus	cōgō
is	possum	poena
mercātor	homo	sequor
saepe	cupīdus	oportet
animus	māgnus	ignis
pertineō	adficiō	diēs
prope	prō	familia
trāns	autem	decem
cum (prep.)	glōria	eōdem
contineō	angustus	cliēns
bellum	habeō	nē (conj.)
gerō	arbitror	cf. nēve, neu
dē	mīlle	ob
causā	passus	incitō
quoque	pateō	arma
reliquus	3. auctōritās	magistrātus
virtūs	cōstituō	neque, nec
ferē	proficiscor	mors
proelium	quam	5. post
contendō	numerus	nihil
cum (conj.)	iter	ubi
aut	frūmentum	iam
suus	pāx	parō
finis	cōfirmō	oppidum
prohibeō	cōnfiō	vīcus
obtimeō	satis	privātus
dīcō	dūcō	aedificium
initium	annus	incendō
capiō	profectiō	portō
attingō	dēligō	domus
etiam	lēgatiō	spēs
extrēmus	suscipiō	tollō
orior	filius	periculum
īnferior, īnfirmus,	pater	mēnsis
īmus	multus	quisque
spectō	senātus	effero
sōl	populus	iubeō
mōns	amīcus	ūtor
occāsus	occupō	cōnsilium
2. apud	ante	ūnā
nōbilis	item	oppūgnō
cōnsul	frāter	socius
rēgnum	tempus	6. omnīnō
faciō	prīncipātus	duo
civitās	plēbs	difficilis
persuādeō	accipiō	vix
ut, utī	īdem	quā
copia	dō	singulī
praestō	probō	expediō
totus	conor	pācō
imperium	perficiō	fluō
potior	nōn	vadum
facilis	quīn	pōns
undique	exercitus	vel
locus	ille	nōndum
nātūra	ōratiō	bonus
ex, ē	fidēs	videō
lātus, a, um	iūs	exīstimō
altus	iūsiurandum	vīs
ager	per	eō, ire
alter	potēns	patior

- | | | | |
|----|---------------------|------------------|---------------|
| | ripa | beneficium | dux |
| | quintus | obses | agō |
| 7. | nūntiō | 10. intellegō | vetus |
| | urbs | praefficiō | prīstinus |
| | ulterior, ultimus | ibi | adorior |
| | mīles | cōnscrībō | ferō |
| | imperō | circum | tribuō |
| | legiō | hiemō | dēspiciō |
| | certus | hiberna | magis |
| | lēgātus | quinque | insidiae |
| | mittō | superior, summus | committō |
| | prīnceps | citerior | cōnsistō |
| | sine | septimus | nōmen |
| | ūllus | inde | prōdō |
| | nūllus | extrā | 14. commemorō |
| | rogō | prīmus | gravis |
| | voluntās | 11. populor | accidō |
| | licet | dēfendō | aliquis |
| | memoria | auxilium | timeō |
| | teneō | ita | contumelia |
| | occidō | mereō | num |
| | pellō | mereor | recēns |
| | sub | paene | temptō |
| | iugum | vāstō | tam |
| | concedō | liber (adj.) | diū |
| | inimicus | liberī | cōnsuēscō |
| | facultās | servitūs | enim |
| | iniūria | expūgnō | doleō |
| | tamen | dēbeō | secundus |
| | spatium | hostis | polliceor |
| | dum | fuga | tēstis |
| | respondeō | dēmōnstrō | 15. posterus |
| | sūmō | praeter | moveō |
| | sī | expectō | equitātus |
| | quis (indef. pron.) | statuō | praemitto |
| | volō, velle | fortūna | āgmen |
| | revertor | cōnsūmō | aliēnus |
| 8. | intereā | 12. oculus | paucī |
| | mūrus | uter | cadō |
| | pēs | iūdico | eques |
| | fossa | explōrātor | tantus |
| | opus | quartus | audāx |
| | praesidium | vigilia | laccessō |
| | castellum | castra | coepī |
| | invitus | impediō | circiter |
| | veniō | adgredior | amplius |
| | negō | mandō | 16. interim |
| | ostendō | silva | cot (t) idiē |
| | nāvis | abdō | pōnō |
| | iungō | nam | modo |
| | complūrēs | quattuor | mātūrus |
| | numquam | interficio | pābulum |
| | noctū | cāsus | quidem |
| | tēlum | sive, seu | nōlō |
| | dēsistō | deus | adsum |
| 9. | relinquō | calamitās | īnstō |
| | via | sōlum (adv.) | mētior |
| | propter | pūblicus | praesum |
| | angustiae | sed | vīta |
| | sponte | 13. cōsequor | potestās |
| | impetrō | cūrō | emō |
| | grātia | repentīnus | propinquus |
| | novus | vīgintī | sublevō |
| | studeō | aegrē | (prex) |

17.	queror tum anteā valeō dubitō superō quantus	dexter prehendō prendō orō adhibeō moneō vitō	commodus manus corpus vulnus dēfessus eō (adv.) claudō
18.	sentio celer concilium sōlus quaerō reperiō vērus contrā audeō nēmō familiāris augeō semper alō māter conlocō uxor cupiō antiquus honor restituō dēspērō adversus	21. cōnsidō octō quis (interrog.) peritus posteā 22. lūx captivus comperiō equus admittō collis aciēs instruō praecipio nisi impetus intervallum	26. acer hōra vesper nox vallum obiciō intermittō triduum moror littera nūntius iuvō 27. inopia prociō pāreō servus pōscō conquīrō sex trādō salūs occultō ignorō
19.	cōgnōscō accēdō animadvertō ēgregius supplicium vereor priusquam quisquam vocō simul praesēns petō hortor	23. postridiē biduum supersum pridiē intercludō cōnfidō 24. postquam sustineō medius mūniō impedimentum cōnfertus succēdō 25. deinde aequō pilum gladius pūgna scūtum ferrum sinister	28. unde amittō famēs ratiō pār condiciō 29. puer mulier caput summa redeō
20.	sciō ops minuō vulgus fleo		

CÆSAR, GALLIC WAR, BOOK II

1. suprā crēber rūmor coniūrō sollicitō	4. sīc plērīque intrā explōrō commūnis centum postulō regiō nunc rēx dēferō ferus totidem	5. diligēns doceō interest cōnfligō tueor tūtus reddō commeātus efficiō cohors 6. lapis iaciō nūdō
2. ineō aestās incipio negōtium		
3. opīniō permittō cōnsentiō cēteri		

	porta	prōtinus	perturbō
	subsidiū	ūsus	ōrdō
7.	paulisper	10. fallō	vacuus
	significō	inīquus	audiō
8.	opportūnus	dēficiō	agger
	idoneus	dēcertō	turris
	ēditus	sententia	13. nāscor
	plānitīes	appropinquō	tendō
	uterque	11. tumultus	vōx
	frōns, -ntis	statim	14. redigō
	lēnis	perspiciō	15. mora
	paulātim	subsequor	dēdō
	tormentum	fugio	aditus
9.	palūs	prior	remittō
	neuter		

COLLEGE ENTRANCE WORD LIST—THIRD YEAR

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

CICERO, AGAINST CATILINE I

1.	tandem	nefārius	praetermittō
	patientia	pariēs	impendeō
	ōs, ōris	obliviscor	īdūs
	vultus	7. meminī	ignōminia
2.	immō	Kalendae	vitium
	notō	atrōx	15. caelum
	dēsīgnō	diligō (diligentia)	spīritus
	prīdem	8. plānus	iucundus
	pestis	vigilō	nēsciō
3.	prīvō	obscūrus	omittō
	orbis	scelus	quotiēns
	nimis	taceō	quot
	praetereō	hīc (adv.)	āiō
	acerbus	9. sanctus	adsequor
	cōnsultum	exitium	16. sīca
4.	quondam	igitur	sacer
	clārus	10. aliquandō	miserīcordia
	avus	nīmium	necessārius
	cōsulāris	sinō	contingō
	praetor	11. infestus	inānis
	vērūm (conj.)	totiēns	17. pactum
	tabula	īnsidiōr	careō
	tamquam	comitia	cōnscientia
	clēmēns	conciō	plācō
	tantum (tantus)	quamquam	opīnor
	inertia	12. templum	patria
	nēquitia	tēctum	parēns
5.	crēscō	propius	pertimēscō
	moenia	comes	18. aliquot
	perniciēs	13. exsilium	nex
	mōlior	suādeō	quaestiō
	potius, potissimum	dēlectō	ēvertō
	crūdēlis	ōdī	quisquis
	tunc (tum)	dēdecus	abhorreō
	dēnique	haereō	dēsīnō
	improbus	libīdō	19. habitō
	perditus	facinus	repudio
	fateor	flāgitium	vidēlicet
6.	auris	fāx	carcer
	adhūc	14. nūper	vinculum
	etenim	existō	attendō
	tenebrae	vindicō	ecquis

21. quiēscō cārus honestus utinam tametsī invidia pudor	26. ōtium iaceō stuprum obeō somnus praeclārus frīgus	30. dissimulō intendō stultus exstinguō sēmen
23. sermō sīn servō scelerātus sēcernō latrōcinium	27. cōsulātus vexō dēprecor quaesō penitus cūnctus	31. fortasse morbus
24. forum soleō voluptās pariō	28. gradus 29. ārdeō sanguis parricida	32. cūria patefaciō 33. ōmen auspicium latrō, -ōnis foedus, -eris societās aeternus morior

CICERO, AGAINST CATILINE III

1. coniunx domicilium pulcher hodiernus ergā flamma	10. tabella legō, -ere recitō dēbilitō imāgō amō	19. cīvilis nūmen flectō
2. inlūstris profectō condō benevolentia dēlūbrum	11. dēmēns ingenium	20. lūdus excelsus
3. manifestus salvus verbum restō	13. argumentum intueor	21. praecipuus index
4. optō	14. fidēlis collēga praetūra colōnus sānō	22. ignōscō 23. celebrō togātus
5. hesternus villa adsiduus	15. supplicātiō pūniō	24. recordor lūmen ulciscor
6. exigō comitātus	16. temeritās aptus	25. flōreō concordia quālis (cf. tālis)
7. frequēns	17. cervix dēnūntiō furtum palam quoad	26. monumentum triumphō sedēs
8. aedēs indicō, -āre	18. nūtus humānus occidō	27. externus rēctē prōsum quandō violō
9. fātum virgō		28. frūctus 29 tractō

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	10. insīgnis	27. spernō
4. superī saevus memor	14. dīves asper	29. accendō super aequor
8. laedō	17. currus	31. arceō
9. -ve rēgīna volvō	18. foveō 19. progeniēs 20. ōlim 21. superbus	33. mōlēs 34. tellūs 35. vēlum

	spūma	131. for	286. orīgō
	sāl	138. pelagus	287. astrum
36.	pectus	142. citus	291. saeculum
40.	pontus	tumeō (tumidus)	292. cānus
41.	furia	147. rota	293. dirus
42.	nūhēs	149. saeviō	295. vinciō
43.	ratis	150. volō, -āre	296. nōdus
45.	turbō, -inis	152. sileō	297. gīgnō
	scopulus	arrigō	300. āer
	acuō	astō	301. āla
46.	divus	155. genitor	306. almus
50.	cor	161. sinus	312. gradior
51.	nimbus	scindō	comitor
52.	vāstus	162. rūpēs	314. obvius
	antrum	geminus	317. volucer
53.	luctor	164. coruscus	318. umerus
56.	fremō	165. horreō	suspendō
	celsus	nemus	319. coma
57.	scēptrum	immineō	320. genū
58.	nī	umbra	321. iuvenis
59.	aura	167. intus	323. pharetra
60.	spēlunca	169. uncus, a, um	325. ōrdior
	āter	morsus	335. dignor
63.	habēna	173. artus	341. germānus
66.	mulceō	175. folium	349. aurum
	fluctus	179. torreō	caecus
69.	puppis	184. cervus	352. vānus
71.	nympha	185. armentum	lūdō
73.	cōnūbium	186. pāscō	357. celerō
75.	prōlēs	187. arcus	359. īgnōtus
79.	epulae	190. sternō	pondus
81.	cavus	191. turba	364. fēmina
	cuspis	193. hūrus	366. surgō
82.	velut	196. hērōs	367. solum, -i
88.	subitus	198. īgnārus	388. carpō
90.	polus	200. rabiēs	389. līmen
	micō	sonō	392. augurium
	aether	202. maestus	394. āles
92.	extemplō	210. daps	399. pūbēs
	membrum	211. viscus	404. spīrō
93.	duplex	212. secō	406. āgnōscō
	sīdus	tremō	412. amictus
	palma	213. aēnus	417. caleō
94.	ter	214. herba	sertum
99.	ingēns	215. pinguis	425. sulcus
100.	unda	216. mēnsa	429. decus
101.	galea	221. gemō	478. pulvis
102.	strideō	228. tristis	hāsta
103.	feriō	niteō	480. crīnis
104.	prōra	230. fulmen	pandō
106.	pendeō	232. fūnus	481. tundō
107.	harēna	239. sōlor	489. niger
108.	torqueō	244. fōns	495. stupeō
112.	cingō	246. arvum	497. caterva
113.	fīdus	256. osculum	499. chorus
114.	vertex	libō	500. glomerō
115.	prōnus	259. sublīmis	513. obstīpescō
118.	appāreō	263. ferōx	531. ūber (subst.)
	nō	267. cōgnōmen	541. cieō
	gurgēs	273. dōnec	552. aptō
123.	imber	275. lupus (lupa)	stringō
126.	stāgnum	fulvus	557. fretum
129.	ruīna	278. meta	580. dūdum
130.	dolus	280. fatīgō	581. compellō, āre

453. lūstrō	611. laevus	693. mollis
458. ambō	626. stirps	694. fīos
461. ēn	629. dēmum	701. famulus
473. bibō	634. taurus	702. tondeō
436. ferveō	648. rigeō	704. struō
438. suspiciō, -ere	651. hymenaeus	708. torus
441. lūcus	654. collum	pingō
447. dōnum	655. corōna	724. crātēr
448. nectō	658. faciēs	729. patera
449. foris	cupidō	731. hospes
589. decōrus	660. os, ossis	738. hauriō
590. iuventa	implicō	742. lūna
592. ebur	662. ūrō	743. pecus, -udis
flāvus	672. cessō	745. properō
597. miseror	681. sacrō	tingō (tinguō)
602. spargō	684. induō	747. plausus
604. cōnsciūs	685. gremium	751. Aurōra
607. fluvius	690. exuō	

ÆNEID, BOOK II

8. umidus	224. secūris	431. cinis
23. carīna	227. clipeus	433. (vicis)
25. reor	239. fūnis	435. aevum
38. latebra	245. sistō	442. postis
51. curvus	249. frōns, -ndis	457. socer
57. ecce	vēlō	458. ēvādō
58. pāstor	253. sopor	471. grāmen
63. vīsō	259. laxō	480. vellō
69. heu	275. exuviae	488. ululō
96. ūltor	285. serēnus	489. paveō (pavidus)
101. nēquīquam	290. culmen	495. immittō
120. gelidus	297. penetrālia	496. amnis
121. vātēs	306, serō, satus	499. stabulum
133. vitta	bōs	503. thalamus
134. lētum	307. praeceps	512. axis
135. lacus	328. arduus	513. iūxtā
143. misereor	333. mucrō	laurus
155. ēnsis	344. gener	515. altāria
169. retrō	355. ceu	542. sepulchrum
171. mōnstrum	358. faux	544. ictus
172. sīmulācrum	siccus	545. raucus
184. nefās	359. vādō	609. fūmus
186. texō	364. passim	611. quatiō
194. nepōs	373. sērus	639. solidus
198. domō	380. nītor, nīti	694. stella
202. mactō	trepidus	722. pellis
204. anguis	381. caerul(e)us	leō
211. lingua	382. secus (adv.)	749. fulgeō
214. serpō	383. dēnsus	752. principium
amplector	386. exsultō	780. arō
223. saucius	423. signō	792. brachium

ÆNEID, BOOK III

24. viridis	66. tepeō (tepidus)	258. penna (pinna)
25. rāmus	92. mūgiō	274. mox
27. rādīx	120. albus	287. carmen
31. lentus	144. precor	390. illex
34. veneror	172. attonō	409. castus
36. rīte	189. ovō	423. ērigō
43. cruor	216. foedus, a, um	alternus
46. iaculum	219. intrō, āre	432. canis
63. mānēs	247. iuvenus	467. lōrica

468. crista	542. frēnum	611. pīgnus
508. opācus	555. pulsō	627. dēns
513. sēgnis	571. tonō	636. torvus
521. rubeō (rubēscō)	573. candeō	659. truncus
541. suēscō	586. nūbila	pinus

ÆNEID, BOOK IV

18. taeda	128. rīdeō	294. ōcior
26. palleō	133. cunctor	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 (madēscō)
147. verber	426. digitus	

ÆNEID, BOOK VI

101. stimulus	267. mergō	597. porrigō
203. sīdō	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 *frāctus*

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>frāctus est</i> _____
Present P. <i>frangitur</i> _____	Pluperfect A. <i>frēgerat</i> _____	Pluperfect P. <i>frāctus erat</i> _____
Imperfect A. <i>frangēbat</i> _____	Future Perfect A. <i>frēgerit</i> _____	Future Perfect P. <i>frāctus 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>frāctus sit</i> _____
Present P. <i>frangatur</i> _____	Pluperfect A. <i>frēgisset</i> _____	Pluperfect P. <i>frāctus esset</i> _____
Imperfect A. <i>frangeret</i> _____	_____	_____
Imperfect P. <i>frangeretur</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>frāctus esse</i> _____
Present P. <i>frangi</i> _____		*Future A. <i>frāctūrus esse</i> _____
		Future P. <i>frāctum iri</i> _____
<i>Participle</i>		<i>Participles</i>
Present A. <i>frangēns</i> _____		Perfect P. <i>frāctus</i> _____
<i>Gerund</i>		*Future A. <i>frāctūrus</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*.

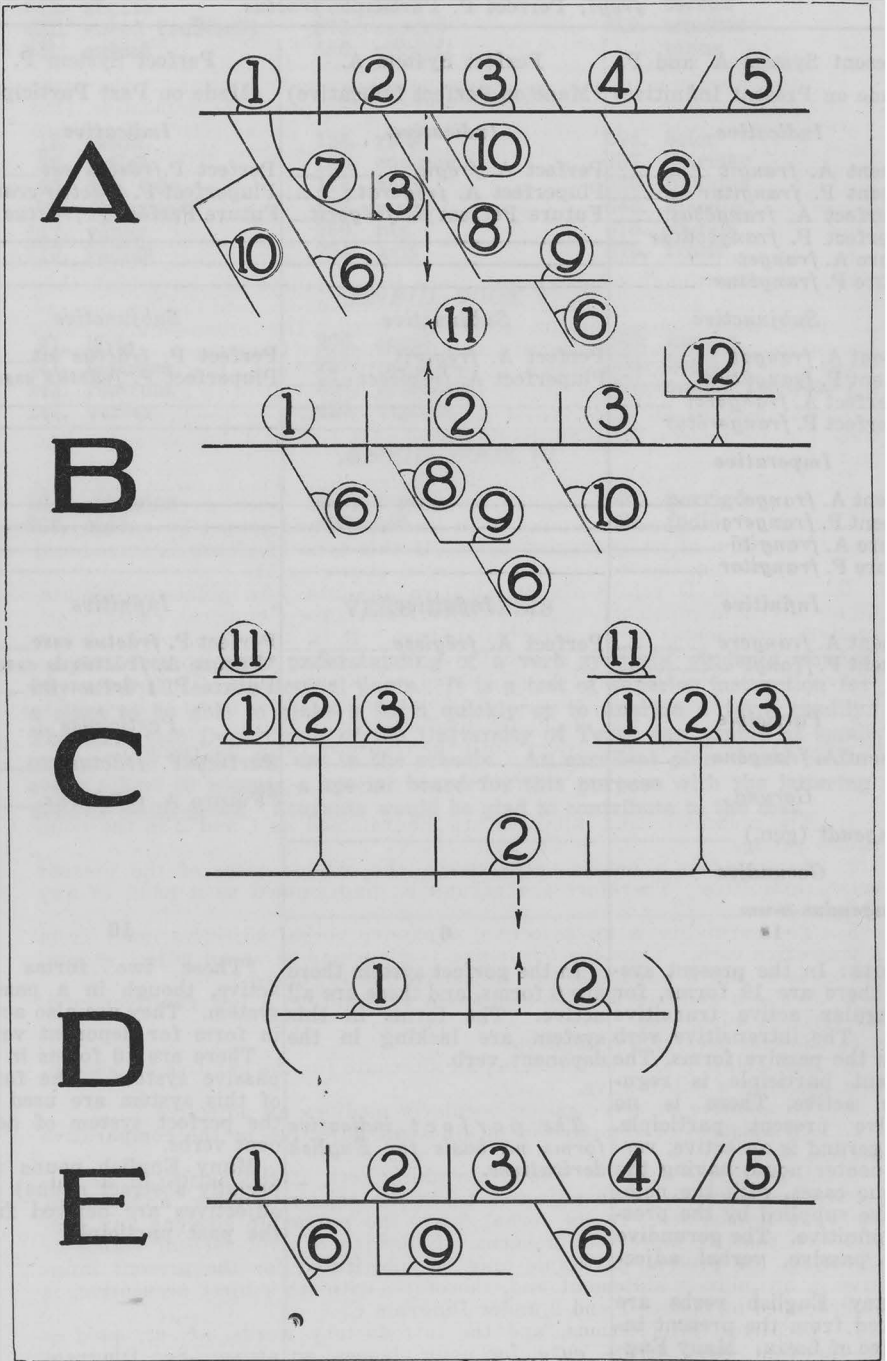
In the perfect system there are 6 forms, and these are all active. The forms in this system are lacking in the deponent verb.

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.

DIAGRAM PLATE



EXPLANATION OF THE DIAGRAM PLATE

A. Diagram A of the plate, including the figures down to 11, covers practically all of the possible constructions for the *simple sentence*. The figures in their respective positions may be explained briefly thus:

Figure 1 always marks the place for the subject to be written; 2, the verb; 3, the direct object (the first accusative); 5, the predicate accusative (the second accusative); 4, the predicate nominative; 6, the adjective or genitive case; 7, the participle (except when used in the ablative absolute); 8, the preposition; 9, the accusative or ablative governed by a preposition, expressed or not expressed; 10, the adverb. The dative must either modify a verb or an adjective. Let it be placed on a line similar to figure 9.

B. Diagram B is arranged to cover the forms of the seven subordinate adverbial clauses. These clauses are: purpose, result, cause, concession, temporal, conditional, comparison. Since these clauses are adverbial, they modify a verb, adjective, or adverb. The introductory conjunction, marked 11, joins such clauses to the governing word. The other figures, with one exception, are to be explained from directions for Diagram A. Wherever there is an infinitive, it is placed, as in figure 12, above the line of its governing verb. An infinitive (according to rules too detailed to be given in small compass) may be an object (first or second), subject, or predicate nominative. For such cases, the infinitive is placed as 3, 5, 1, or 4, but above the line as in figure 12.

C. Diagram C with some additional explanations should make clear the type of clause called substantive or noun clause. Such a clause is diagrammed as a separate sentence on a line above and joined by an upright line to the line of its governing verb. If this type of clause is introduced by a conjunction, this conjunction is placed above, as 11.

D. Diagram D represents an ablative absolute. An ablative absolute, as an alternate construction for an adverbial clause (temporal, causal, concessive, conditional) is an adverbial phrase. It is, therefore, placed below its governing word, which is usually a verb. Since the verb *sum* has no present participle, the mark X may stand as its substitute. Then the predicate ablative is placed as figure 4. An ablative absolute is never independent.

E. Diagram E is the model for any adjectival clause. No line should be drawn back to the antecedent until the clause is fully diagrammed.

FURTHER INSTRUCTIONS FOR DIAGRAMS

1. The accusative and infinitive are diagrammed as 1 and 2 in the noun clause group.
2. A gerund is a neuter verbal noun, the oblique cases of the present active infinitive. Therefore the gerund is diagrammed as a noun in any oblique case.
3. The gerundive is an adjective, a passive verbal adjective made from a transitive verb. Thus the gerundive is diagrammed as an adjective, and yet as it is also a participle this adjective line is curved.
4. While a genitive usually modifies a substantive, a few genitives modify verbs or adjectives.
5. Special uses of the ablative:
 - a. The ablative of description, as an alternate for the genitive of description, modifies a substantive.
 - b. An ablative of specification regularly modifies an adjective.
 - c. An ablative of comparison modifies an adjective in the comparative degree.
6. A participle (*pars* + *capio*, partaking both of the nature of an adjective and a verb) as an adjective takes the gender, number, and case of the noun it modifies. In its verbal force, the participle governs any construction that its finite verb governs. Following a vivid verb of seeing or picturing, the present participle may be substituted for the present infinitive in an indirect statement and, therefore, with its subject accusative, is diagrammed as figures 1 and 2 under Diagram C.
7. Vocatives, interjections, and the introductory words, *nē*, *ut*, *quod* = the-fact-that, *num*, *utrum*, *quān*, for noun clauses, go above. See Diagram C, 11.

8. A word in apposition (ad + ponere) stands next and has around it a parenthesis. For a clause, put the parenthesis at the base of the upright.

9. Coördinate words go on connected parallel lines; coördinate phrases and clauses are arranged in parallel order.

10. There should be no division line between a verb and its *complementary* infinitive, e.g., *possum facere, dicuntur fuisse*.

UTRAM RATIONEM DELIGES?

In the tournament contests an option is given between diagramming and construing. Those who diagram will be requested to put into the margin the name of each subordinate clause and phrase and what it expresses. For instance let us illustrate from this passage from Book I, Chapter 2, of the Gallic War:

Apud Helvetios longe nobillissimus et ditissimus erat Orgetorix.

Is, M. Messala M. Pisone consulibus, regni cupiditate inductus, coniurationem nobilitatis fecit et civitati persuasit ut de finibus suis cum omnibus copiis exirent: perfacile esse, cum virtute omnibus praestarent, totius Galliae imperio potiri.

1. In addition to diagramming *M. Messala M. Pisone consulibus* as an ablative absolute modifying *fecit* and *persuasit*, in the margin this explanation follows as a model: = ablative absolute, cum circumstantial.

2. The participle *inductus* not only will be made to modify *is* (as the subject of *fecit* and *persuasit*, but in the margin this statement will be made: perfect passive participle = cause.

3. The clause *ut . . . exirent* will be diagrammed as a noun clause, the direct object of *persuasit*, and in the margin this will be added: = indirect command.

4. The colon following *exirent* indicates an indirect statement implied in *persuasit*. It is more simple, then, to make a new sentence governed by *dixit* (the verb understood); therefore *esse perfacile* is an indirect statement. There should be written in the margin this explanation = indirect statement, impersonal.

5. The infinitive *potiri* is then the subject of *esse perfacile*.

6. The group *cum . . . praestarent* is made to modify *perfacile* and in the margin this explanation is written = cum causal.

May we in the light of explanations made above in regard to diagramming, state as clearly as possible what is meant by construing and why the *Leaflet* has striven to make a model having as its aim brevity and exactness? To construe (*cum + struere*) means to arrange together. If, then, a word, phrase, or clause is to be construed, the construction calls for: (1) its form; (2) its relation to some governing word. Since the governing word must be determined upon before the relation can be understood, it seems logical to set down first in the tabular model this governing word. The underscore used for the word, phrase, or clause to be construed is a "shorthand" method. So is the equality sign. Let us illustrate by using the six diagrams above.

1. *fecit et persuasit, Messala Pisone consulibus* = ablative absolute = cum circumstantial.

2. *is, inductus . . . fecit et persuasit* = perfect passive participle nominative; cause.

3. *persuasit civitati ut . . . exirent* = Imperfect subjunctive; indirect command, direct object.

4. (Dixit) *esse perfacile* = Indirect statement, direct object.

5. (Dixit) *esse perfacile . . . potiri* = present, deponent infinitive, subject of *esse perfacile*.

6. (Dixit) *esse perfacile cum . . . praestarent* = imperfect subjunctive = causal, modifying *perfacile*.

VERBS THAT GOVERN TWO ACCUSATIVES

[one of the person, one of the thing]

Below is given an outline of verbs that govern two accusatives, one of the person, one of the thing. These verbs are found in any grammar.

Perhaps this outline may serve to emphasize the type. Such constructions are numerous. Shall we attempt to understand them with exactness or be contented to pass over them? An advanced class in college Latin studying Terence's *Andria* for the summer of 1929 floundered until they mastered this construction and the characteristic relative. Virtually every member asserted that he never knew anything about them before.

1. For practice let the students find sentences for illustration.
2. Let active governing verbs be changed to passive.
3. Let the students account for changes.

OUTLINE

1. To request, plead, advise, influence, demand, etc.:
rogō, ōrō, obsecrō, hortor, moneō, addūcō, precor, obtestor, pōscō. The thing is in the form of an indirect command: ut + subjunctive.
2. To bid and forbid; to force and allow:
iubeō, vetō; cōgō patior, sinō. The thing in an infinitive.
3. To hinder:
prohibeō, dēterreō, impediō, retineō.
 - a. If these verbs are positive, the thing may be an infinitive; or nē + subjunctive (negative indirect command).
 - b. If these verbs stand in questions or if they be negative, the thing is a noun clause — quīn + subjunctive.
4. To ask:
rogō, interrogō. The thing is an indirect question.
5. To inform:
certiōrem faciō, doceō. The thing is an indirect statement.

PASSAGES SUGGESTED FOR DIAGRAMMING

I. Caesar Book I.

1. Hōrum	gerunt.	Cap. 1.
2. Eōrum	Rhodanō,	Cap. 1.
3. Is Messāla	potirī,	Cap. 2.
4. His rēbus	possent	Cap. 2.
5. His rēbus addūctī	cōfirmāre,	Cap. 3.
6. Perfacile factū	cōfirmat,	Cap. 3.
7. Mōribus suis	cremārētur,	Cap. 4.
8. Cum civitās	cōsciverit,	Cap. 4.
9. Frūmentum omne	essent,	Cap. 5.
10. Caesar	existimābat,	Cap. 7.
11. Eō opere perfectō	possit,	Cap. 8.
12. Itaque	trāseant,	Cap. 8.
13. Id sī fieret	habēret,	Cap. 10.
14. Haeduī cum	dēbuerint	Cap. 11.
15. Ubi sē	queritur	Cap. 16.
16. Quibus rēbus	iubēret,	Cap. 19.
17. Petit	iubeat,	Cap. 19.
18. Dumnorigem	dicit,	Cap. 20.
19. Labiēnus	abstinēbat,	Cap. 22.
20. Boiōs	recēpērunt,	Cap. 28.

II. A. Cicero in Cat. I.

1. Fuit	coercērent,	Cap. 1.
2. Dēcrēvit	caperet,	Cap. 2.
3. Vīvis	audāciam,	Cap. 2.
4. Tum dēnique	possīs,	Cap. 2.
5. Fuistī	viverem	Cap. 4.
6. Repertī sunt	pollicerentur,	Cap. 4.
7. Nam sī	reī publicæ,	Cap. 6.
8. Quod egō	videātur,	Cap. 6.
9. Sī	oppressus,	Cap. 7.
10. Quod adventū	putās,	Cap. 7.
11. Servi	arbitrāris,	Cap. 7.

12. Sed quam.....	mandāre, Cap. 8.
12. Nōn feram.....	sentiant, Cap. 8.
14. Sed tū.....	revocārit, Cap. 9.
15. Ut saepe.....	ingravēscet, Cap. 13.

B. Cicero in Cat. III.

1. Atque ego.....	vidērētis, Cap. 2.
2. Cum.....	dēferrem, Cap. 3.
3. Tum Cethēgus.....	conticuit, Cap. 5.
4. Quod sī.....	liberāssēmus, Cap. 7.
5. In hōc.....	servāvi, Cap. 10.

III. A. Aeneid, Book I:

1. 148-156, veluti.....	sic
2. 397-400, ut.....	haud aliter
3. 430-436, qualis.....	[talis]
4. 496-503, qualis.....	talis
5. 588-593, quale.....	[sic]

B. Aeneid, Book II:

1. 222-224, quales.....	tales
2. 303-308, veluti.....	[sic]
3. 355-360, ceu.....	[sic]
4. 379-382, veluti.....	[haud secus]
5. 469-475, qualis.....	[sic]
6. 515-517, ceu.....	[sic]
7. 540-543, [qualis].....	talis
8. 588-593, { qualis.....	[talis]
{ quanta.....	[tanta]
9. 624-631, veluti.....	[sic]

C. Aeneid, Book IV:

1. 68-73, qualis (= quale).....	[sic]
2. 143-150, qualis.....	haud segnior
3. 173-189, metaphor	
4. 181-183, quot.....	tot
5. 401-407, velut.....	sic
6. 441-449, velut.....	haud secus

RELATIVE CLAUSES

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The relative clause may be introduced by:

1. The relative pronoun (in all its genders and cases both singular and plural). This relation (re+ferō) refers to a preceding noun or pronoun called its antecedent (ante+cēdere=to go before).

2. The three relative adjectives each with its own antecedent: tantus—quantus; tālis—quālis; tot—quot.

3. The relative adverbs: ubi (=locus in quō); unde (= locus ex quō), quō (=locus ad quem); cūr (=causa ex quā).

When the relative clause employs the indicative mood (direct discourse), it is considered as adjectival and is made to modify a substantive with which it agrees in gender and number but not in case. This is by far the largest group of relatives and the one with which the student should become most familiar.

There are four kinds of relative clauses that are adverbial. These take the subjunctive. Before attempting to construe or to diagram, these relatives should be split as follows:

- quī+subjunctive for cause=cum is+subjunctive.
- quī+subjunctive for concession=cum is+subjunctive.
- quī+subjunctive for purpose=ut is+subjunctive.
- quī+subjunctive for result=ut is+subjunctive.

The form of *is* (as to gender, number, and case) is exactly what the form of *quī* was, *e.g.*, *quī*=cum *is*, *quae*=cum *ea*; *quod*=cum *id*; *cūius*=cum *ēius*; *quōrum*=cum *eōrum*, etc.

Causal clauses introduced by *quī* have such adjectives as these preceding: *fēlix*, *miser*. The *cum* clause, therefore, modifies the adjective. The *quī* clause of purpose is readily recognized and of frequent occurrence. There are very few clauses of concession introduced by *quī*. The clause called characteristic falls under the relative of result.

ITERATIO

The only sure method for making a principle clear is through repetition. It is not enough in presenting a new construction to have two, or three examples. There must be at least ten examples, if the teacher hopes to get the students to understand. And, on the following day, these examples are to be reviewed and new ones found in a simple passage for reading. Some one asked a learned mathematician how many years in a student's course should be given to mathematics. This was his reply: "No subject ought to be abandoned until it has left a furrow in the mind." May we not follow this wise declaration, as we seek to inculcate a grammatical principle?

For example, if the active periphrastic indicative is the principle to be presented, after the necessary explanation of the form, let the students answer a set of questions like this:

Model: *Quid miles facturus est? Pugnaturus est miles.*

1. *Quid facturus est eques? (redire Roman).*
2. *Quid facturi sunt equites? (redire Roman).*
3. *Quid mater factura est? (epistulam scribere).*
4. *Quid puellae facturae sunt? (clamare).*

Let the same questions be asked using the imperfect active periphrastic. Let it be made clear:

1. That the active periphrastic has regularly only two tenses—the present and the imperfect.
2. That the indicative is the mood most commonly found.
3. That the basis of this principle—the future participle—takes its gender and number from the subject of the clause in which it is found.

Let this set of English sentences be assigned for translation into Latin, calling attention to the various "turns" English has developed for expressing the idea of action intended, or about to take place:

1. My friend intends-to-return to Rome.
2. At that time Caesar was about-to-bring war upon the Belgians.
3. The army was on-the-eve-of-retreating to the foot of the mountain (se recipere).
4. It is now my purpose-to-speak.
5. Surely the students intend-to-thank the teacher for his kindness (agere gratias).
6. We are not likely-to-find the hidden treasure.
7. The guest was on-the-point-of going when I arrived.
8. How long do you propose-to-keep me waiting?

In the same way, the passive periphrastic may be developed. But instead of confusing the students by presenting this principle in the lesson following the development of the active periphrastic (as most of the textbooks do), it is wise to postpone for at least three or four weeks. *Let students have time for assimilating one principle before another is brought before them.* For illustrating the passive periphrastic in many of its varieties of form, see Caesar's *Gallic War*, Book II, Chapter 20. Have students answer: *Quae Caesari uno tempore agenda erant?*

1. *Vexillum proponendum erat.*
2. *Signum tuba dandum erat.*
3. *Milites ab opere revocandi erant.*
4. *Ei qui . . . processerant, arcessendi erant.*
5. *Acies instruenda erat.*
6. *Milites cohortandi erant.*

This passage, with its repetitions, suggests a method that all teachers would do well to use; as an oration or a book has been read, one major principle

found therein should be assigned to each student. After sufficient time has been allowed for these principles to be gathered and tabulated (with chapter and line references), the teacher could well afford to take two or three days for reviewing these lists. A student, if permitted to put his material on the board before the recitation period, would take great pride in presenting it to his class.

There should be closer correlation between the daily reading and the prose composition. The paragraphs above furnish a method for this coöperation. The prose has been shunted to one period a week, and the lesson for that day is taken as it comes in the series of the text. Often the principle presented has nothing to do with the construction that is giving most trouble in the reading. In such a situation, the teacher must use judgment in her assignment. She should be free to leave the reading entirely for a week or even longer, if she finds that the majority of the class are too ignorant of forms and syntax to go forward with intelligence.

Let us say, then, that the paramount objective for each year is not so much to cover all of Caesar, Cicero, or Virgil, set for the high-school courses—important as this goal is, as to send out students who know the fundamental structure of the language.

Dicamus nobis iterum atque iterum: "Iteremus!"

POINTS TO REMEMBER IN STRIVING FOR EXCELLENCE IN TRANSLATION

1. Follow the Latin word-order as far as English idiom will permit. One may dare to assert that English word-order is clear and forceful in proportion as one learns to imitate the word-order of Latin and Greek. One should strive to hold the first word in its place. This position is emphatic. These devices may be of assistance:

a. The Latin word may be expanded into an English group of words, *e.g.*, *Illī nōn mihi grātiās vir ēgit*, "It is to him, not to me that the man expressed gratitude."

b. The English expletive "there" will help often to keep a verb in the first place, *e.g.*, *Fuit, fuit ista quondam in hāc rēpublicā virtūs*, "There was, there was (I say) formerly in this state such valor."

c. An active verb in Latin may be turned into an English passive, *e.g.*, *Dumnorigem ad sē vocat, frātre[m] adhibet*, "Dumnorix is summoned to him, his brother is admitted."

d. Relative pronouns, adjectives, and adverbs (and their phrases) at the beginning of a sentence, or after a colon or semi-colon, are to be translated as demonstratives, *e.g.*, *quī* (in such position) as *et is, sed is, nam is, or, is autem; ubi*, as *et ibi*, etc.; *quō*, as *et eō*; *quō factō*, as *et eō factō*; *quā dē causā*, as *et eā dē causā*; *quam ob rem* as *et eam ob rem*.

e. A noun should be substituted often for a pronoun or added to it, *e. g.* *Hīs Caesar ita respondit*, "In reply to these boasts Caesar had this to say."

2. Latin is rich, English is poor, in pronouns. Therefore, to make the reference clear in translation, it is often necessary to repeat the noun to which the pronoun refers. Test this device in Chapter I Book I of the Gallic War. *E.g.*, *quārum*, "of these parts"; *tertiam* "the third part"; *quī*, "men who"; *hī omnēs*, "all these peoples"; *hōrum omnium*, "of all these peoples"; *cum eōs prohibent*, "when they restrain the Germans"; *aut ipsī in eōrum finibus bellum gerunt*, "or they wage war in German territory."

3. Vary the translations for *rēs* (sing. and pl.), Avoid "thing" and "things." Try "affair," "consideration," "matter," "measure," "plan," "undertaking," and their plurals.

4. Avoid parenthetical alternatives. This sort of repetition always weakens. Make up your mind what version is best and use that.

5. The Latin participle and the ablative absolute containing a participle are most frequently equivalent to English adverbial clauses. The translation should bring out the exact meaning, *e.g.*, *bellō cōfectō*, *domum rediērunt* may mean, "when the war was over, they returned home," or "since the war was over, they returned home." Avoid "the war having been finished." Any teacher will do real service for Latin and for English who saves pupils from

using such phrases. Translate, for instance, *rogātus*, "on being asked," *certior factus*, "on being informed," or "informed," *cohortātus*, "after encouraging," etc.

6. Avoid mixing tenses in translation. This is a serious fault and a common one.

7. The Latin imperfect indicative, particularly as it is used in the main clause, expresses action in the past as, (1) repeated, (2) continued, (3) customary, (4) interrupted. Make the translation convey the exact meaning of the context: e.g., *pugnābat* may mean "he fought repeatedly," "he continued to fight," "he had a habit of fighting," "he started to fight and was interrupted." Pupils are prone to translate it "he was fighting." Do not let them get the habit of using this progressive form unless the sentence calls for the progressive in "ing."

8. Latin prefers subordination, English coördination of clauses. Therefore, in translation, long periodic sentences in Latin should be broken up into shorter English sentences. Pupils will soon learn how to change participles, participial phrases, and adverbial clauses into main clauses.

9. Do not mix formal pronouns of the second person (thou, thine, thee, ye) with informal (you, your). It is considered better taste in poetry for inferiors to use the formal pronouns in addressing superiors, and for mortals in addressing immortals. It may be a matter of choice, but after choosing one or the other type of pronoun, use it consistently.

10. Neuter plurals are often best translated by the singular, e.g., *haec*, "this;" *ea*, "that," *omnia*, "everything."

11. The indirect statement in Latin (expressed by the accusative and infinitive) is to be translated as a "that" clause in English.

12. The Latin negative may be split, e.g., *neque* "and—not;" *negō*, "say—not."

13. For *et—et* in long clauses, try "in the first place—in the second," or, "on the one hand—on the other."

14. Translate *nōn modo—sed etiam* sometimes as *et—et*.

15. Translate *nōn modo nōn hoc fēcit, sed nē id quidem fēcit*.

1. He not only failed to do this, but he did not even do that.

2. Far from doing this, he did not do that.

16. Avoid literalism, e.g., "female shrieks."

17. Select appropriate English words for conveying the Latin meaning, e.g., *magna vox*, "a loud voice"; *magna tranquillitās*, "a deep calm."

18. A relative should stand as close as possible to its antecedent. If the sentence is long, it is often well to repeat the antecedent just before the relative.

19. Practice summarizing a chapter, a section, or a book. This practice will develop freedom of expression.

20. Read your written translation aloud. Get the habit of shifting words, phrases, and clauses for better effects.

21. Latin often prefers to use a noun as subject of the main clause. This noun stands frequently as the first word in the sentence. If any subordinate clause—temporal, condition, etc.—follows, its subject (unless the subject differs from that of the main verb) is implied in its verb. English, on the contrary, chooses to throw the noun subject into the subordinate clause and to use a pronoun as subject of the main clause, e.g.,

Cæsar, cum copias flumen traduxisset, eas in castris reliquit. When Cæsar had put his troops across the river, he left them in camp.

22. Avoid such translations as these for *immō*: "nay verily," "nay even."

23. A small group of Latin adjectives are to be translated in English as adverbs, e.g.,

Puer laetus patrī pārēbat. The boy gladly obeyed his father.

Idem puer matrī pārēbat. This boy likewise obeyed his mother.

ON MEMORIZING

It may well be claimed that no better method has yet been devised for acquiring a real sense of the character of the Latin language or an appreciation of the beauty of its literature than the memorizing of fine passages in the best writers. The passages may be forgotten, but the literary feeling

that they give remains as a permanent possession and to a large extent their words and syntax. And, after all, the passages are seldom wholly forgotten. They come back to us of themselves most unexpectedly and when we meet them accidentally it is like finding an old and loved friend.

Before attempting to memorize a passage it should be thoroughly understood from every point of view. Then the pupil should be carefully drilled in the intelligent reading of it aloud, careful attention being given to proper phrasing and the correct pronunciation of each single word, just as in reading an English passage. Let the student be taught to pronounce short vowels short, and long vowels long and to put the word stress on the penult, if it is long, on the ante-penult, if the penult is short, both in ordinary words and proper names. Let him say, for example, *dóm-i-num* (u as in put), not *dòm-inoom*; *rég-i-tur* (u as in put), not *rég-i-toor*. Virgil must, of course, be read metrically. Let the student read the passage aloud under direction over and over again till he is perfectly at home in it. Then let him read it over by himself, still aloud, till he has memorized it. As an aid to recalling the Latin, it may be found helpful to follow at first a translation given by the teacher. The memorizing should be exact. In a fine passage, not a word can be changed without loss and in poetry any change whatever may be fatal to the music of the line.

THE STATE TOURNAMENT COMMITTEE APRIL MEETING

The Tournament Committee held its spring meeting on April 26. For the past two or three years Waco has been chosen as the place of meeting because of its central location. The meetings are held at a quiet neighborhood teahouse where at noon the members enjoy an hour's interim and a delightfully appetizing luncheon. This year sixteen members were present.

NOTES FROM THE BUSINESS SESSION

1. *Improvement.*—The impression was general that the tournaments for 1930 gave evidence of improvement over those of previous years. Although one center had felt it necessary to drop out before the day set, the nine centers showed gains as indicated by this table:

1929		1930
84	Essays submitted	156
148	Schools participating	148
624	Pupils participating	683
151	Teachers attending	155
1,400	Present at banquets	1,428

2. *Centers.*—These were the centers for 1930: Cleburne, Dallas (North Dallas High), Eagle Pass, Lubbock, Port Arthur, San Benito, Seymour, Vernon, Wills Point.

3. El Paso, because of its great distance from other Texas towns, is considering a local city-tournament. The committee looked with favor on this enterprise, but expressed a hope that El Paso would always regard itself as a part of the great movement.

4. *Comments.*—It has been gratifying to receive reports from many who attended this year. These visitors recommend the smaller towns as centers. Especially did they appreciate the hospitality of the citizens. The lack of distractions made it possible to expedite the examinations and thus to gain time for sightseeing and fellowship. The groups that journeyed down to the border towns were enthusiastic over the general knowledge gained.

An occasional query comes from a city asking what good would the tournament bring to it. Let this be the answer. Granted that no good could come to you, since you seem fortunate enough to have well-paid teachers who can go to large centers for study, and who occasionally travel in Europe, and who bring great lecturers through your various clubs, the question every city teacher should ask is: "How may I help the smaller schools in our section?"

The Director of the Tournament, Mrs. M. C. Butler, asks that praise be given in the columns of the *Leaflet* to the following teachers who for the

year 1929-1930 have given their time and energy so unstintingly to the work of the Tournament in their centers. The *Leaflet*, in seeking to express appreciation for its readers, desires to encourage these teachers to continue their efforts. One of the best reasons for the shifting of centers is the opportunity it affords for developing supporters enthusiastic for the cause. The Texas Latin Tournament welcomes new supporters as it praises these: Allene Gray and Mrs. Snyder, Cleburne; Lavinia Rawlins and Mrs. Clopton, Dallas; Mrs. Fred Thompson, Eagle Pass; Mrs. R. P. Johnson, Lubbock; Burdette Smyth, Port Arthur; Mrs. E. M. Aiken, San Benito; Lucy Moore, Seymour; John W. Sutherland of Vernon; Mrs. T. K. Provence, Wills Point.

5. *Announcement of State Contest Winners, 1930.—*

January Beginners:

1. Mary Virginia Shields, Port Arthur.
2. Marjorie Williams, El Paso High School.
3. Katherine Guenman, Highland Park.

First Year:

1. Mildred Sterling, Waco, and Lenora Barnes, Brackenridge High, San Antonio.
2. Lois Hafler, Beaumont.

Third Term:

1. Donald Harris, Austin High, El Paso.
2. Betty Edmonson, North Dallas.
3. Geneva Lancaster, Waco.

Second Year:

1. Eleanor Brown, North Dallas.
2. Dorothy Miller, Eagle Pass.
3. Stanley Roberts, Beaumont.

Third Year:

1. Joshua Kahn, Forest Avenue, Dallas.
2. Marjorie Gaugh, Beaumont.
3. Charles Pugsley, San Benito.

Fourth Year:

1. Eloise King, Austin.
2. A. J. Smith, Waco.
3. Elva Hunting, Sunset High, Dallas.

Essay Winners—

First Year:

1. Paul Riskind, Eagle Pass.
2. Ava Cole, Henrietta.
3. Marjorie Williams, El Paso.

Second Year:

1. Jacqueline Jones, Childress.
2. Cecilia Ziegler, Eagle Pass.
3. John Carey Gray, Bonham.

Third Year:

1. Gary McCall, Waco.
2. Milburn McCarty, Eastland.
3. Mary Elizabeth Phillips, San Benito.

Fourth Year:

1. Earlene Lewis, Childress.
2. Elva Hunting, Sunset, Dallas.
3. Stephen Huff, Waco.

6. *Centers and Chairmen for 1931.—*

1. Belton, Miss Kathryn Bowen.
2. El Paso, Miss Catherine Flynn.
3. Gainesville, Miss Layuna Hicks.
4. Houston, Miss Trudie Wilson.
5. Lubbock, Mrs. R. P. Johnson.
6. Mount Pleasant, D. E. Peel.

7. Quanah, Miss Lynda Robertson.
8. San Antonio, Brackenridge High, Mrs. Ella Caine.
9. Stamford, Miss Stella M. Doak.
10. Valley District, Open.

The director has been pleased to have early applications come from towns desiring tournaments for 1931. To show their earnestness and progressiveness, some towns immediately following this year's tournament sent telegrams from the local school trustees and from the civic and commercial clubs. This coöperative spirit, it is hoped, will permeate the entire State. If every possible center is willing to take its turn, these contests will fall as a hardship on no one place or set of people.

7. *Committee Recommendations for 1931.*—

1. That questions be made on the decimal basis.
2. That March 15 be the last date set for registration of schools expecting to enter contestants.
3. That the contests be held on Saturday instead of Friday. This suggestion will be discussed through the year and a decision reached in the spring. These are the chief arguments for Saturday:
 - a. Teachers and students would lose less time from class work.
 - b. School buildings would be available for meetings.
 - c. Teachers of other subjects would be free to assist in the examinations.
 - d. Teachers, superintendents, and trustees would be able to get a better understanding of the purposes and achievements of the tournament as a whole.
4. That the examinations begin at 12:30 so as to give opportunity for the graders to finish their task in time to enjoy the banquet.
5. That no centers give money prizes.
6. That centers continue to furnish homes for the contestants.
7. That all entertainment be kept simple and all expenses moderate.
8. That every center determine to establish a tournament fund, striving to increase it from year to year in order to meet local needs, and to aid the State work in crucial situations.
9. That no prize—individual or school prize—be given for a grade lower than 70 per cent. This recommendation provoked much discussion. Some members advocated 75 per cent as the minimum grade. The final vote was unanimous for 70 per cent and for this ruling to go into effect in 1932. It should be made clear that the average grades are well up in 80's and 90's, but it has happened in some centers that prizes were given to papers that the State graders had to reduce to 60 per cent. It is obvious if we are to strive for standards, that such a low grade is unworthy of recognition. There are two attitudes that teachers and students can assume toward this recommendation. It may be that a few will fear to enter. The committee would greatly regret any withdrawal. On the other hand, the committee hopes and believes that every suggestion for raising the standards will be received by the teachers as a challenge for increased effort.
10. That some method be worked out for giving worthy recognition to State winners. The *Leaflet* prints the list, and a copy is sent to the State papers, but results are given out too late to be counted by the press as news. An effort will be made in 1931 to get all papers from the sectional tournaments into the hands of State graders by Monday following the contests. This would make it possible for the final report to appear in the Sunday issue following. It is desirable that the final graders get a good kodak picture of the State winners along with a brief life history of each. If the method can be perfected announcement will be made in due time. Texas should see the face of every State winner and read a brief story of his or her victory.
8. *Treasury Balance.*—The treasurer's report revealed the fact that the Texas Latin Tournament is solvent, having a balance on April 26 of \$246.73. The committee, therefore voted that from this amount \$150.00 be paid to the Director, Mrs. M. C. Butler, to compensate her, in some small measure, for the time and energy that she had expended during the year.

9. *Director for 1930-1931.*—Mrs. Butler accepted the directorship for 1930-1931, but with great reluctance. The committee expressed for itself and for more than one hundred and fifty Latin teachers in Texas a vote of appreciation to Mrs. Butler. The sincerity of this appreciation may be manifested throughout the year by prompt and efficient coöperation on the part of all concerned.

A NOTE OF ENCOURAGEMENT

There has been a still further advance in the quality of the final papers of the tournament for 1930. Such results deserve commendation. This judgment is the outgrowth of an exceedingly careful study on the part of the Central Committee selected for regrading the test papers sent from the nine tournament centers.

It is often difficult for a local school to note its own improvement. A contest should be viewed from a broad perspective and in the light of all data available. Those who regrade the papers are in a position to see the results as a whole. Let the word, therefore be passed to the students, to their parents, to the supervisors, and to the trustees that these competitive tests are, in the opinion of the Central Committee, amply worth the time and money expended on them.

Let these extracts taken from the papers speak for themselves. The first group is taken from the list of constructions; the second, from the translations.

1. a. Constructions which were set down clearly:

(1) *Quare ita administrata sunt ut videantur* provisa esse = present subjunctive, deponent verb, adverbial result, primary sequence.

(2) *Est tibi notum ut frater iactetur* = present subjunctive passive; substantive clause, indirect question, subject, primary sequence.

b. The same constructions as given in 1 above, but given incompletely:

(1) *videantur* is the present subjunctive in an *ut* clause of result.

(2) *Ut Aeneas iactetur* = present subjunctive passive in *ut* substantive clause.

2. Let these examples taken from the final translations be set in contrast. (*Aeneid*, Book I, 664-669.)

(1) Son, you who alone are my strength, Son, you who scorn the Typhoean weapons of the highest father, to you I flee, and as a suppliant demand your power. How your brother, Aeneas, is cast about on the sea around all shores because of Juno's wrath is known to you, and often you have grieved on account of our sorrows.

(2) My son, thou who alone art my strength, My son, thou who dost scorn the Typhoean weapons of the mighty father, to thee I flee, and as a suppliant, I seek thy power. How thy brother is tossed over seas and around all coasts, on account of the wrath of the cruel queen is known to thee, and in our sorrow thou hast often shared.

WHAT THE TOURNAMENT DID FOR ME AND MINE

Coming like the hero of a dime novel, practically "in the nick of time," the Texas Latin Tournament of 1930 was in my case a life-saver, yea more, a pulmotor!

Here *was* the situation: a one-teacher Latin department in a medium-sized town where the full four years of Latin are taken care of in six hour-classes daily; a high-school enrollment of about 400, out of which the Latin classes totaled over 130 students; a school policy under whose régime the vocational courses occupy the place in the sun; a teacher whose faith in the efficacy of the Society for the Prevention of Cruelty to Dumb Animals was on the wane and whose vitality was on the ebb.

Then the Tournament day dawns bright, bringing in its train much fellowship and many victories, both real and apparent. The fact that three loving cups out of a possible four are won by our school will serve as an index to the measure of our brave achievements on that day. Nothing can measure our happiness and satisfaction. *Milliens meminisse iuvabit.*

Now we come to the pleasant aftermath. First of all, "our" superintendent, who spoke at the Tourney banquet, grew quite chesty with pride at the success of "our" Latin department. Then, there was much kind publicity in the local papers and several others over the State; also, of course, there were copious congratulations from friends at every turn, climaxed by public approval bestowed by the superintendent of schools and the president of the school board.

Now here *is* the situation: fourth-year Latin (Virgil) is not to be dropped out of the curriculum, as was contemplated by the authorities (the class of 1930 numbered eleven); the teacher is not to teach more than five classes; and the faint-hearted teacher is suddenly enabled to heed as well as teach the injunction—*Durate et vosmet rebus servate secundis*.

WACO HIGH SCHOOL ESTABLISHES A PRECEDENT

Nunc et Tunc, the high-school paper in Waco, this year (1929-30) offered a prize of \$10 for the best Virgil notebook. To encourage originality only a few conditions were prescribed:

1. The book must be made by a pupil studying Virgil in a Texas high school.

2. Only one book may be submitted by each school.

3. Books must reach Mrs. M. C. Butler, 2316 Colcord Avenue, Waco, by May 1.

The *Leaflet* is pleased to announce these students as the first winners:

1. Amanda Lazzio, Houston (Sam Houston High).

2. Judith Sternenberg, Austin.

3. Coleta Baker, Lubbock.

It is hoped that the larger papers of the State will be inspired to follow the example of *Nunc et Tunc*. Shall we not let our needs be known? Our State winners, for whom we have so far failed to find suitable rewards, richly deserve recognition. The editor of the *Leaflet* suggests as appropriate prizes good books or, better still, scholarships to some of our Texas colleges. Such gifts would be appreciated throughout the State.

VERGILIANA

A REVIEW OF VIRGIL'S LIFE FOR OCTOBER FIFTEENTH

On October fifteenth in the year 70 B.C., Publius Vergilius Maro was born at Andes, near Mantua in Cisalpine Gaul, a region he loved throughout his life. His father, a man of humble rank, is said to have been a potter who married his employer's daughter, and in time became possessed of extensive farm-lands in the region where "great Mincius wanders in slow meanderings, and fringes his banks with slender reeds." One cannot read the *Georgics* without discovering the joy that the young Virgil took in the flocks and fields of his early home.

His formal education, doubtless begun in his native Andes, was continued in Cremona and Milan. At fifteen, he took the *toga virilis*. He was seventeen when he went to Rome for his higher training. A poem of the mock-heroic type, entitled the *Culex* (or gnat) and included among the poems which have been doubtfully attributed to Virgil, may have been written at this time. It reflects a knowledge of the Greek poets, and contains passages which are also found in the *Aeneid*. At Rome he studied Greek and Latin literature, grammar, rhetoric, and philosophy, in preparation for a career as a lawyer. But he did not find himself adapted to this profession, being shy, awkward, and physically frail; therefore he followed his early bent towards poetry. Between 43 and 38 B.C. he wrote his first representative poetry, that is, the first accepted for the definitive edition of his works by his literary executors. This was a collection of ten pastoral poems called the *Eclogues* or the *Bucolics*, written under the influence of Theocritus. In spite of their borrowed conventions, characteristic of the pastoral idyllic type, several of these have a biographical interest. Two of them relate to an episode which occurred in 41 B.C. and which proved to be the turning point in the poet's life. In order to provide lands for Caesar's disbanded

soldiers, the district of Cremona and part of the district of Mantua, including Virgil's farm, were ruthlessly seized and distributed to the veterans. The owners were evicted and left to their fate. From this situation the poet was saved through the kindly offices of Pollio and Maecenas, friends of Augustus and patrons of letters. His gratitude for the restoration of his paternal farm is charmingly portrayed in the second and ninth *Eclogues*. The introduction thus made to the literary circle surrounding the Emperor (with whom an earlier association is regarded as possible), opened up a wider field to the new poet, who saw in the new régime the salvation of his war-ridden country. Horace, too, became a member of the inner circle, being introduced to Maecenas by Virgil. The two were fast friends,—Horace refers to Virgil as "the half of his soul," and pays the highest tribute to the purity of his character.

It was at the suggestion of Maecenas that, in 37 B.C., Virgil began the *Georgics*, a treatise in four books on farming, cattle raising, the culture of trees and vines, and the culture of bees. After careful revision, the work was completed eight years later. The subject was congenial to the poet, though he himself mentions the difficulties in "crowning with glory a lowly theme." It is manifest that Virgil loved nature for herself, and that he found satisfaction in helping to make better the conditions of rural life. The life of the farmer, at its best, he felt to be the ideal existence. To his own experience was added his acquaintance with earlier works on husbandry and weather-lore. He calls his poem an "Ascrean song" as an acknowledgment to Hesiod, his predecessor in didactic verse by seven centuries. But the *Georgics* is in reality patriotic in purpose, picturing as the highest ideal the peace and prosperity which come of earnest toil in making the most of natural resources. The first book closes with a prayer for peace in a war-torn world where "pruning hooks are turned into swords."

Virgil completed the *Georgics*, so he tells us, "at sweet Parthenope," where "rejoicing in inglorious ease" he wrote of flocks and fields while Caesar "thundered in war on the banks of the Euphrates." He had probably made the harbor town on the Bay of Naples his retreat at the beginning of this undertaking. It is known that Naples was at that time a seat of Epicurean culture, and Siro, Virgil's master in philosophy, was the natural leader of the colony. It is easy to picture the gentle, frail young poet there, among congenial friends, constantly inspired and encouraged by his loved and honored Prince and by his patron, Maecenas. An occasional journey interrupted the routine, as when Virgil and Horace accompanied Maecenas to Brundisium in 38 B.C. The story of this journey is told by Horace with delightful humor. We also get from his early biographies occasional glimpses of the poet in the city of Rome, embarrassed over the ovation of the populace as he entered the theatre, or, again, dodging into a doorway to avoid annoying attention from those who recognized him in the street.

In 30 B.C. at the Emperor's request, Virgil began the *Aeneid* as a contribution to the great design of unifying the mighty empire which had been won by military conquest. More ambitious than the *Georgics*, its end was the same,—the fostering of internal harmony through the arts of peace. To Virgil, Augustus was the savior of the world, the restorer of the Golden Age. The idea of a Messiah seems to have dawned in the *Fourth Eclogue*; it comes into full light in the *Aeneid*. History, legend, ancient religious rites, old tales of prowess among the Italic tribes, the achievements of the Caesars,—all these were brought into a harmonious whole to throw a manifold grandeur on the new régime. For such a task the master-poet was prepared by knowledge of the past, a deeply spiritual nature, a broad view of the empire as harmonized under a beneficent rule, divinely ordained, and, most of all, by a genius that made him master of thought and form, and a patience that made him willing to spend years in the attempt to arrive at perfection.

Before the *Aeneid* was completed, the poet met his death from a fever contracted in the East, whither he had gone in quest of new material for the final version of his almost-finished masterpiece. Augustus, also in the East, was responsible for Virgil's return as a member of the imperial retinue. At Megara the fatal illness overtook him. He died at Brundisium, at the age of 52. He left a will, ordering all unfinished work to be destroyed.

Varius and Tucca were the executors. But Octavius decreed that the great poem should be preserved just as Virgil left it; and in such form has it come down through the centuries, the best-loved poem surviving from the classical period.

According to the ancient biographers, Virgil composed his own epitaph, significant when we know of his fondness for his early home, and his appreciation of the beautiful retreat of his maturer years, chosen by him to be his final resting place.

*Mantua me genuit, Calabri rapuere, tenet nunc
Parthenope: cecini pascua, rura, duces.*

CLARA M. PARKER.

VIRGIL'S INFLUENCE ON LATIN POETS

It has been well said that Virgil's influence upon poets who have lived since his day has been greater than that of any other single poet of antiquity. Dante, Tasso, Spenser, Milton, and a host besides, show this influence to a marked degree. Dante, in the *Inferno*, thus addresses Virgil's spirit:—

And art thou then that Virgil, that well-spring
From which such copious floods of eloquence
Have issued? . . .
Glory and light of all the tuneful train,
May it all avail me that I long with zeal
Have sought thy volume, and with love immense
Have conn'd it o'er. My master thou and guide!

ONE MASTER TO ANOTHER

There could be no more just and happy tribute from one master to another than the ode, written by Lord Tennyson, at the request of the Mantuans for the nineteenth centenary of Virgil's death. Why not sing it with your class to Professor Nutting's music? This is found in *Songs for the Latin Class* (Scott, Foresman & Co., Chicago. Sample copies free to teachers.)

Roman Virgil, thou that singest Ilion's lofty temples
robed in fire,
Ilion falling, Rome arising,
wars, and filial faith, and Dido's pyre;

Landscape-lover, lord of language more than
he that sang the Works and Days,
All the chosen coin of fancy flashing out
from many a golden phrase;

Thou that singest wheat and woodland, tilth and vineyard,
hive and horse and herd;
All the charm of all the Muses often
flowering in a lonely word;

Poet of the happy Tityrus piping underneath
his beechen bowers;
Poet of the poet-satyr whom the laughing shepherd
bound with flowers;

Chanter of the Pollio, glorying in the blissful years
again to be,
Summers of the snakeless meadow, unlaborious
earth and oarless sea;

Thou that seest Universal Nature moved
by Universal Mind;
Thou majestic in thy sadness at the doubtful
doom of human kind;

Light among the vanish'd ages; star that gildest yet
 this phantom shore;
 Golden branch amid the shadows, kings and realms that pass
 to rise no more;

Now thy Forum roars no longer, fallen every
 purple Caesar's dome—
 Tho' thine ocean-roll of rhythm sound forever
 of Imperial Rome—

Now the Rome of slaves hath perish'd, and the Rome
 of freemen holds her place,
 I, from out the Northern Island sunder'd once from
 all the human race,

I salute thee, Mantovano, I that loved thee since
 my day began,
 Wielder of the stateliest measure ever moulded
 by the lips of man.

A SONG FOR THE LATIN CLASS TO SING TO VIRGIL

The *Leaflet* takes great pleasure in reprinting a fitting and timely poem* entitled *In Vergilium*, written and set to music by Professor H. C. Nutting, of the University of California.

In Vergilium

Vates inclute, Vergili,
 In quo Mantua gestiens
 Laetatur merito suo
 Claro semper alumno,

Te canent pueri exteri
 Virgines tenerae invicem,
 Concordante simul lyra
 Dulce aut grande sonanti.

Tu rerum gravis auctor, at
 Pastoris neque tibiam
 Dedignans neque munera
 Grata ruris aviti;

Vates inclute, Vergili,
 Vigebis patriae decus
 Sempiterna per aeva, nec
 Unquam morte revictus.

THE SYNTAX OF THE SIMILE

In the *Aeneid*, Virgil rises to his greatest heights of descriptive power in his similes. These figures on an average cover five lines. They range, however, from two to thirty lines. The bare figure itself is brief. According to syntactical structure, it falls under the adverbial clause group, and is known as a comparison of equality. Its verbs are regularly in the indicative mood. This outline will serve to guide the reader to a quick recognition of the simile:

The Subordinate Clause

- | | | |
|-----------------------------------|------------------------|--------------|
| 1. qualis | <i>The Main Clause</i> | <i>talis</i> |
| 2. <i>Velut, veluti, ut</i> | | (sic) |
| 3. <i>ceu</i> | | (sic) |

The Bare Figure.

In seeking to understand the figure itself, stripped of its various modifying clauses, it is well to bear in mind the following points:

1. The subordinate clause usually precedes the main clause and always contains the known quantity, e. g.,

Question: *Qualis* (interrogative) *est filius?*

Answer: *Qualis pater est, talis est filius.*

The son's character is postulated on the character of his father.

2. *Qualis* and *talis* in a simile are correlative adjectives. The one suggests the other. As adjectives, each takes its gender, number, and case from the noun it modifies. It is necessary, therefore, that the separate

*Published by the American Classical League with the music. Price five cents a copy.

nouns be noted, if they are expressed, and be supplied, if they are omitted. These nouns—let it be said again—may differ in gender, number, and case.

3. The adjective *qualis* is often used loosely for an adverbial conjunction. If changed, its form would be *quale*. Since there is no adverbial form made on *talis*, the adverb *sic* may be supplied in the main clause, e.g., Dido (*sic*) *vagatur . . . quale cerva (vagatur)*: Book IV, 68–72.

4. The correlative in the main clause is usually omitted, if *velut*, *veluti*, *ut*, or *ceu* is found in the subordinate clause. The simplest adverb to supply is *sic*.

5. As alternatives for *sic* these adverbs are found: *haud aliter*, and *haud secus*.

6. There are various omissions in a simile. The omitted words must be supplied, or the force of the figure is lost. The most frequent omissions fall in the following group:

The correlative adjective or adverb of the main clause is not always expressed, whereas it is the *verb* that must be supplied in the subordinate clause. In the light of this observation, let the following examples be examined:

a. Laocoon (tales) clamores tollit, quales mugitus taurus (tollit): II, 222–224.

b. Arrectis auribus (*sic*) adsto, velut pastor (adstat): II, 303–308.

c. Ceu lupi raptores (vadunt), (*sic*) per hostes vadimur: II, 355–360.

d. Hecuba et natae condensae (*sic*) sedebant, ceu columbae (sedent): II, 515–517.

e. Cernas Teucros (*sic*) migrantes velut formicae (migrant): IV, 401–407.

f. Velut apes (strepunt), (*sic*) campus strepit: VI, 707–709.

7. Frequently one finds that the subject of the subordinate clause has been attracted into a modifying clause and made to do service as object. This noun must be “rescued” and its predicate supplied, e.g.,

Velut valida quercus (tunditur), haud secus heros tunditur: IV, 441–449.

In place of *quercum* in the temporal clause that follows, let *eam* be supplied.

8. A few similes are introduced by:

a. quot tot: IV, 181–183

b. quantus tantus: II, 588–593; III, 639–644

c. quam multa tam multa: VI, 305–316

9. In the first six books of the *Aeneid*, there are approximately 38 similes: I, 5; II, 11; III, 2; IV, 8; V, 7; VI, 5.

10. Among these 38 similes,

a. *qualis* (in its various forms) introduces 17.

b. *velut* or *veluti* introduces 7.

c. *ceu* introduces 5.

d. *ut* introduces 3.

The Simile Amplified.

Rarely does Virgil leave a simile unadorned. In order to bring color and picturesqueness to his word paintings, he amplifies his figures in various ways. Chief among these additions are:

1. Dependent clauses—

a. The temporal.

b. The relative.

c. The conditional.

d. The ablative absolute, as an alternate for any one of the clauses above.

2. Short independent statements.

It would be well to require the student either to diagram the intricate figures, or to group separately:

1. The two parts of the figure itself.

2. The subordinate clauses and phrases used for amplification.

3. The brief and graphic independent statements. For illustration, let us take the figure in Book I, descriptive of Neptune's wrath and its effect on the winds. Without his authority, they have dared to obey Aeolus and to come out of their cave to cause a storm for the destruction of the Trojan fleet. Virgil likens the fury of the winds to the anger of the rabble, and

their submission at the appearance of their master to the silent attention of the crowd, if a great leader comes into their midst.

1. The figure itself (148-156). *Veluti (viri) silent arrectisque auribus adstant, sic cunctus pelagi cecidit fragor.*

2. *The clauses for amplification:

- a. *cum seditio co-orta est.*
- b. *cum saevit ignobile vulgus.*
- c. *postquam genitor flectit equos curruque volans dat loras secundo.*
- d. *si forte quem virum conspexere.*

3. The independent statements:

- a. *Faces et saxa volant.*
- b. *Furor arma ministrat.*
- c. *Ille regit dictis animos et pectora mulcet.*

SINON'S STORY

(Aeneid, Book II, 40-198)

The most elaborately wrought out scheme—the most labyrinthine lie perhaps in all literature is found in the second book of the Aeneid. The Greeks have tried in open warfare for ten years to capture Troy. Finally in one night by snares brought about by the art of the perjured Sinon, the city is taken—the city which neither Diomedes nor Achilles nor a thousand ships had been able to conquer.

The Greeks, after deciding to trick the Trojans, hit upon this scheme: They build a massive horse and fill it with armed men. This horse they station outside the wall, knowing that it will excite the curiosity of their foes. They then withdraw to the island Tenedos across the bay. The Trojans see that the Greeks are gone. They wonder at the horse and discuss what they are to do. While they debate, Laocoon, the priest, rushes into their midst admonishing them not to trust the wily Greeks and the gifts they bring.

At this juncture, the shepherds, who have taken their flock to graze, return, for since the Greeks had disappeared, the Trojans, relieved of the strain of the long siege, had opened the gates and all had begun to hope once more. They lead with them a Greek—found in the marshes—in wretched plight, with his hands tied behind his back.

The disentangling of the maze of truth and falsehood revealed in this story furnishes material for a stimulating exercise.

The False

1. Sinon asserts that he has no place among his countrymen.
2. Diomedes and Ulysses have attempted with unwashed hands to touch the Palladium sacred to Minerva (Pallas). For this reason, luck has forsaken the Greeks.
3. The Greeks have, therefore, sailed back to Mycenae for fresh omens.
4. The Greeks, says Sinon, in order to win back the favor of Minerva, have chosen to build this massive horse.
5. Sinon admonishes the Trojans to drag this horse within the walls, declaring that in this way only could they be saved.
6. Sinon claims that the Greeks have bound him (and put fillets

The True

1. He was found tied as if for sacrifice.
2. To touch with gory hands a thing considered sacred was a desecration for which expiation must be sought.
3. This statement is plausible, for according to ancient beliefs, expiation must be sought around the accustomed altars.
4. This statement is credible for the horse was sacred to Minerva.
5. The Trojans readily believe this fabrication, for according to their religion, a divinity to exert power must be in the midst of its adherents.
6. The animal intended for sacrifice was regularly bound and had snowy fillets wrapped about its horns. The Trojans therefore

*Note that clauses a, b, and d (under 2 above), modify and expand the subordinate part of the figure, whereas clause c enlarges the idea expressed by the main part of the figure.

about his neck) to be offered as sacrifice to Neptune in order to insure a safe voyage to Mycenae.

7. The prisoner begs for mercy, saying that he is suffering undeservedly. He lays bare the whole scheme of Ulysses who had opposed him since his childhood, when his father in his poverty had entrusted him to his uncle, Palamedes, for training in war. He asserts that now out of spite Ulysses has bribed the priest, Calchas, to declare that the lots indicate that he (Sinon) is the one to be offered as a victim.

needed no persuasion to convince them that the Greeks meant to sacrifice Sinon.

7. The Trojans know that Ulysses is crafty and none too good to play foul with a man in the ranks. They have heard of his unwillingness to join the Greek confederacy. The story is current that he feigned insanity and that the Greeks caught him in a test—when they put his own child in the furrow, he ploughed around it.

HELPS IN THE TEACHING OF VIRGIL

Two recent publications from the Service Bureau for Classical Teachers maintained by the American Classical League will be found particularly serviceable. The contents are as follows:

1. *Suggestions for Teachers of Virgil in Secondary Schools.* "Objectives in the Study of Virgil," "The Topical Method in the Study of Virgil," and "Syntax," by Professor Frank J. Miller, University of Chicago; "Introductory Studies for the Virgil Class," helps on vocabulary, and review questions, by Elizabeth Simpson, Emma Willard School, Troy, New York; suggestions for translation, scansion, projects, and tests contributed by various teachers of experience. Much illustrative material. Price \$1.00.

2. *Virgilian Papers.* Selection on Virgil from *The Winged Horse* by Joseph Auslander and Frank E. Hill; a very sympathetic *Life of Virgil* by Norman DeWitt; *The Human Element in Virgil* by J. W. Mackail; *Virgil's Literary Style* by H. R. Fairclough; *Virgil's Motivation of the Aeneid* by Frank J. Miller; and articles bearing on the ethical and religious phases of Virgil by Marbury Ogle, Harlan Ballard and George Hadzits. Price 20 cents.

Address the Service Bureau for Classical Teachers, New York University, Washington Square, New York City.

THE THIRD JOINT SESSION OF LANGUAGE TEACHERS

At the annual meeting of the Texas State Teachers Association, November, 1928, in the city of San Antonio, the teachers of English and the foreign languages held their first successful joint session. Sporadic efforts had been made before but with insignificant results. Those who took part in the San Antonio meeting were eager to bring about a closer coöperation in all language work. To this end, a standing committee was appointed to confer with teachers throughout the State and to report its convictions on the most urgent needs. Dr. L. W. Payne, Professor of English in the State University, was made chairman of this committee. During the session 1928-1929, the committee made a good beginning in a task that is likely to cover many years of study. In its report at Dallas, November, 1929, the committee recommended that the first and most urgent need was a return to the study of formal English grammar. Along with this plea for grammar, the committee urged that an outline be prepared covering the parts of speech and the principles of syntax, looking toward an agreement on nomenclature definitive enough and simple enough for pupils to understand.

In the absence of the chairman from the State, the editor of the *Leaflet* (a member of the committee) has taken the liberty of asking Dr. Annie Irvine of the English staff in The University of Texas to set down in outline the general principles of sentence structure, from the English point of view. This outline we hope the teachers will read in preparation for the discussion at the next meeting in Houston, November, 1930.

GRAMMATICAL NOMENCLATURE AND SENTENCE-STRUCTURE

One of the subjects with which English teachers and teachers of foreign languages are jointly concerned is that of a uniform system of grammatical nomenclature. In her article on "Nomenclature and Ideas" in the *Latin Leaflet* No. 23 (August 15, 1929), Mrs. Leon stressed the fact that such a nomenclature must be based upon a thorough understanding of the underlying principles of sentence-structure. And I believe that it is only by a united effort to simplify and clarify ourselves and for our pupils the fundamental principles of syntax that we can arrive at any satisfactory conclusions concerning nomenclature. Approaching the subject primarily from the English point of view, I offer, as a preliminary step toward such a clarification, the following suggestions for discussion.

1. The pupils should be thoroughly drilled in recognizing the various parts of speech. Such drill should not be abandoned after a few lessons, but should be continued from time to time to keep pace with the growth and development of his vocabulary and his knowledge of syntax.

2. He should be taught to recognize instantly the two fundamental parts of a simple sentence: the subject (with or without modifiers) and the predicate. The analysis of the predicate is often a complex matter, and is best approached through a study of case relations and the syntax of the verb.

3. He should learn the various logical relationships that may be expressed by combining two or more simple sentences into a compound sentence (a) by the use of a comma and simple conjunction (*and, or, nor, but, for*) or (b) by the use of a semicolon with or without a connecting (conjunctive) adverb or phrase (*furthermore, besides, however, nevertheless, on the other hand, therefore, consequently, etc.*).

4. He should learn to recognize a subordinate (dependent) clause, (a) usually by the presence of a subordinating conjunction (*if, unless, because, although, that, etc.*), a subordinating adverb (*how, why, when, where, etc.*), a subordinating adjective (the relative and interrogative adjectives *what, which*), or a subordinating pronoun (the relative and interrogative pronouns *who, which, etc.*), or (b) occasionally by the inverted order of the subject and the verb (*Had he been here, all would have been well*). There are only three large divisions of subordinate clauses, as follows:—

1. Those that take the place of a noun (noun-clauses, or substantival clauses), and may be used

(a) As the subject of a verb: *That he is misinformed* is certain; *Who he is*, is not known.

(b) As the object of a verb: I know *that he is misinformed*; I asked *who he was*.

(c) As the object of a preposition: I can say nothing except *that you are misinformed*.

(d) As a predicate nominative: The fact is *that we are ignorant*.

(e) In apposition with some noun or pronoun in the sentence: It is a fact *that he is ready*; The fact *that he is ready* is in his favor.

2. Those that take the place of an adjective (adjectival, or relative, clauses), and modify a noun or pronoun: He *who runs* may read; The house *where I was born* is still standing.

3. Those that take the place of an adverb (adverbial clauses), and modify a verb (or occasionally an adjective or an adverb); they may express the following relationships:—

(a) Time (temporal clauses): He came *when (after, before, as soon as) the bell rang*.

(b) Cause (causal clauses): I came home *because I was tired*. *Since (seeing that, in-as-much-as) we are ready, let us proceed*.

(c) Concession (concessive clauses): *Although you may object, he will proceed*; *However much you may object, he will proceed*; *Whatever you say, he will proceed*.

(d) Purpose (final clauses): They died *that (so that, in order that) we might live*; Take care *lest ye perish*.

(e) Result (consecutive clauses): His health has improved *so that he can now work*; He is so strong *that he can work all day*.

(f) Condition (conditional clauses): *If it rains*, we shall not go; *Had it rained*, we should not have gone; *Unless it rains*, we shall start tomorrow.

(g) Comparison (comparative clauses): You are as old as *he is*; You are older than *I am*; He breathes as if he were exhausted.*

(h) Place (locative clauses): Remain *where I can see you*; *Wherever I go*, he follows me.†

A thorough study of the various subordinating conjunctions, adverbs, adjectives, and pronouns used to introduce the different kinds of subordinate clauses and to express the various subordinate relationships will train the pupil in accurate and logical thinking, and will help him to acquire an adequate and effective style of expression.

5. He should be thoroughly trained to recognize elliptical constructions and to develop ellipses into complete constructions.

6. He should learn to distinguish between clauses and phrases and to classify the latter (a) according to their formation (as prepositional, infinitival, participial, or gerundial), and (b) according to their use in the sentence (as substantival, adjectival, or adverbial). He should be made to see the close association between certain phrases and the case relationships for which they are substituted. He should learn, also, that phrases are often the logical equivalent of a single word, or of a whole clause. Frequent practice in turning phrases into clauses and *vice versa* will help him to understand better the ideas back of both constructions, and will also help him to translate more idiomatically from a foreign language.

In these suggestions I have not considered primarily either case relationships or the syntax of the verb, both of which present peculiar difficulties to both teachers and pupils, and therefore need to be treated at some length.

In conclusion, I should like to urge all teachers of languages in high schools to insist on (1) a thorough knowledge of the parts of speech; (2) a clear understanding of the general principles underlying sentence-structure, case relationships, and the syntax of the verb; (3) a simple and accurate nomenclature which will define and clarify these principles in the minds of the pupils; and (4) for those pupils who expect to do further work in language study, a familiarity with the more technical terms in common use in the standard grammars.

MRS. ANNIE S. IRVINE.

THE NEW ORLEANS MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND THE SOUTH

Texas teachers who did not go to the New Orleans meeting of the Classical Association of the Middle West and South last April made the mistake of their lives. The weather was delightful, the city was beautiful in its spring clothes, the people were as hospitable as people could be, the attendance was (*mirabile dictu*) at once select and large, the program was most uncommonly interesting. The Texans present were these: Dorothy Babb, Teachers College, Denton; W. J. Battle, The University of Texas; Kathryn Bowen, Baylor College, Belton; J. N. Brown, Teachers College, Denton; Lois Carlisle, C. I. A.; Mrs. A. J. Clopton, Dallas High Schools; J. W. Downer, Baylor University; Burney Flanniken, Dallas High Schools; Roberta Lavender, The University of Texas; J. S. McIntosh, Southern Methodist University; Mattie B. McLeod, College of Arts and Industries, Kingsville; a group of Sisters from the Catholic colleges in San Antonio.

Things began with a meeting of the Executive Committee, Thursday morning, April 3. That afternoon out at Tulane every minute was full—papers from 2:00 to 4:00, a meeting of State Vice-Presidents at 4:30, at 5:00 a visit to the remarkable finds made by the Tulane expeditions to Middle America, and then a reception by the classical faculties of Tulane and Sophie

*Clauses introduced by *as*, *as if*, or *as though* are sometimes called clauses of manner (modal clauses). In Latin these are called sometimes clauses of imaginary comparison.

†Clauses of place are expressed in Latin as adjectival clauses.

Newcomb. As the first of the papers, Dr. F. J. Miller, formerly of the University of Chicago, gave the keynote to the whole meeting by a scholarly exposition of "Why Do We Celebrate Vergil?" (Don't spell it Virgil in Dr. Miller's neighborhood. It makes him see red.) Next came a noteworthy discussion on "Virgil and High School Boys" by Miss Annie Whiteside of Webb School, Bell Buckle, Tennessee. Miss Whiteside averred that she had large classes of boys in the Aeneid who found it easy, read it with enthusiasm, and discussed its problems intelligently. Seeing and hearing Miss Whiteside we did not wonder much, for it would be hard not to be interested in what she taught, but she let us into what she said was the real secret: the boys knew their forms and syntax before they began Virgil at all. They didn't believe at Bell Buckle that either a control of Latin or a love of Latin could be gained by looking at pictures or making soap images. Professor Bondurant of the University of Mississippi next discussed learnedly the problem of Aeneid 1.607f. Clyde Pharr, that able son of Texas now at Vanderbilt, then presented "Virgil and Christianity." Lastly Secretary Carr gave us a swan song on "Reading Latin as Latin: Some Difficulties and Devices." I say swan song for he goes this fall to Teachers College, New York City, out of our territory, and resigns the secretary and treasurer'ship. We shall miss him sadly, for personally he is very popular and officially extremely efficient.

In the evening meeting at the top of the Roosevelt Hotel, Dr. Battle, in his presidential address, rather shocked his hearers by trying to show that Virgil had a robust sense of humor, distinctly American in its love of exaggeration. They found it hard to modify their conception of the poet as majestic in his sadness. At this point came a pleasing innovation—breaking the succession of papers by singing. In harmony with the Virgilian motif one of the songs was Professor Nutting's lovely setting of Tennyson's "Ode to Virgil." The audience was now ready to listen with interest to reports from the American Classical League by Professor Tanner, from the School at Athens by Professor Lord, from the School at Rome by Professor Showerman. The meeting concluded with a description of the summer Virgilian cruise, presented by Mr. Barber of the Bureau of University Travel.

After the evening meeting came another session of the Executive Committee that lasted until after 1:00. Not that they got into a wrangle but because there was so much important business to consider.

The meeting of Friday morning at Sophie Newcomb College was one of the most delightful in the history of the Association. It was a good idea to bunch all the illustrated papers at one meeting and to relieve them in the middle by throwing open the windows and singing. The heartiness of the music showed that it was enjoyed and gave another demonstration of the value of singing in classical teaching. The papers were four. Professor Lord lovingly described "A Rhodian Holiday." Professor Campbell Bonner presented with admirable clearness the results of very careful research on "Some Ancient Charms and Amulets." Professors Showerman in his usual crisp style described "Rome and Recent Discoveries." Miss Rachel Sargent, of Western Reserve University, gave a charming comparison of "Rustic Life in Ancient and Modern Greece." All four of the papers were effectively illustrated by an excellent lantern skillfully handled.

At 12:30 the members of the Association were guests of Newcomb at a luncheon, memorable for the beauty of the room, the excellence of the viands, the ease of the service, and the really extraordinary beauty of the negro spirituals sung by a sextet of Newcomb girls.

The after-luncheon meeting was held in the new Dixon Hall of Newcomb College, one of the best halls in the country both acoustically and artistically. The papers were everyone interesting: Miss Clifford of Sophie Newcomb on "Dramatic Technique and the Originality of Terence"; Professor Debatin of Washington University, St. Louis, on "Catullus, a Pivotal Personality in Roman Literature"; Professor Hooper of the University of Georgia on "Ancient Bypaths"; President Mierow of Colorado College, on "Some Later Latin Writers of Spain."

During the afternoon meeting a hard rain caused alarm as to the possibility of a proposed visit to the Vieux Carré under the guidance of members

of the staff of Tulane. However, the sun came out just at the right time, and the visit proved one of the most interesting features of the program, giving as it did an insight into the unrivalled richness of the historical traditions of New Orleans.

Friday evening came the climax of the whole meeting in a presentation of Henry Purcell's opera, "Dido and Aeneas," by the School of Music of Sophie Newcomb College. Indeed, the first performance in America of one of the earliest English operas, a work of the greatest of English musicians, on a classical theme, was an event of importance in American musical and classical history. And the performance was worthy of the occasion. Soloists, chorus, and orchestra were all excellent, showing a finish worthy of the professional stage. Director Maxwell in an explanatory address asked the audience, one that filled the great Dixon Hall, to try to lay aside their usual notions of opera and to imagine themselves back in the Seventeenth Century before modern music was born. Every effort, he said, had been made to repeat the original performance at Dr. Priest's School for Young Ladies in London about 1690. Stage setting, costumes, orchestra, were all faithfully reproduced. The only variation was the substitution of a piano for a harpsichord, inevitable because no harpsichord could be found. The beauty of the piece would not be that of today but it would be real nevertheless. The orchestra might seem to lack volume because there would be no wind instruments. The chorus might seem queer because it would sing seated without change of costume, men on one side and women on the other. The costumes might seem a bit absurd, because they would not aim at archaeological accuracy, but would be those of the Court of William and Mary. The action might seem tame because there would be no effort whatever at realism.

Professor Maxwell need not have been uneasy. Much was strange as he had said it would be, but the performance was so good that every bit of it was enjoyed. We had found a new type of beauty, and we liked it. If we smiled at the sight of Aeneas in curls and a suit of red satin with white silk stockings and a cocked hat, the death of Dido, falling discreetly in Sister Anna's arms, seemed somehow more appropriate than the stark realism in the close-up of a modern talkie.

The libretto by Nahum Tate, joint author with Nicholas Brady, of the famous version of the Psalms, made no attempt to follow the details of Virgil's narrative. As poetry it has no claims to greatness, but under the spell of Purcell's music we were conscious of no lack.

Saturday morning the meeting was held at the Isidore Newman Manual Training School. At the business session the main item of interest was a decision to print an index to the Classical Journal for the first twenty-five years. For next year the editors of the Journal were re-elected—Professors Flickinger and Walker. The new officers of the Association are President, O. F. Long of Northwestern University; First Vice-President, Marie B. Denneen, of the North Carolina College for Women; Secretary and Treasurer, Professor J. O. Lofberg, formerly of The University of Texas, now of Oberlin, Ohio. The next meeting is to be held April 2, 3, and 4, 1931, with Indiana University at Bloomington.

The papers of the day were then presented as follows: Marie B. Denneen, North Carolina College for Women, "Report of Committee on Junior High School Latin"; Thersa Wehr, Indiana State Teachers College, "General Language"; Calla A. Guyles, University of Wisconsin, "The Contract Method in Junior High School Latin"; Gertrude Smith, University of Chicago, "The Work of Eta Sigma Phi" (the high school classical fraternity); Vernon Cook, University of South Carolina, "A Note to Diogenes Laertius 1.57"; Alfred P. Dorjahn, Northwestern University, "Some Ancient Greek Grammmarians and Literary Critics."

An unexpected treat came in an address by Dr. Bruno Averardi, of the University of Florence, Italy, on Virgil as a bridge from paganism to Christianity—a novel idea interestingly handled in excellent English that rose at times to eloquence.

After looking at the interesting exhibit of the work of the Latin students of the Training School, we had a very good lunch in the school cafeteria. Last of all came a delightful drive, lasting most of the afternoon, over the

length and breadth of New Orleans, from the levees of the great river above the city to the battlefield at Chalmette. It was a fitting crown to a program admirable in all of its details. To Dean Bechtel of Tulane and the other members of his local committee were due and paid the heartiest of thanks.

More than ever is it clear that membership in the Classical Association of the Middle West and South is a good thing. Besides the meetings it assures each month of the school year the receipt of the Classical Journal, an ably edited 80-page magazine, now in its twenty-sixth year, at once scholarly and practical. For membership application should be addressed to Professor J. N. Brown, Teachers College, Denton, Texas. Professor Brown is Vice-President for Texas. Dues are two dollars a year.

W. J. B.

LATIN ENROLLMENT IN SECONDARY SCHOOLS

The *Classical Investigation* (1923) not only presented statistics on the extent of Latin study in secondary schools but by inspiring more effective methods of teaching appears actually to have been instrumental in increasing the enrollment in Latin in the high schools.

A more recent study,* compiled for Modern Foreign Language Study with the cooperation of the United States Bureau of Education, shows that of 10,483 schools which reported on the teaching of foreign languages for the spring term of 1925, 4,489 or 42 per cent offered Latin as the only foreign language. These reports were returned from approximately 83 per cent of all schools in the country.

For the spring term of 1925, enrollment in classes of the principal foreign languages was divided as follows:

	French		German		Spanish		Latin	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
Public schools	5,824	408,296	479	33,931	2,856	285,081	12,032	718,126
Private schools	923	49,298	220	5,195	526	15,279	1,280	80,800
Totals	6,747	457,594	699	39,126	3,382	300,360	13,312	798,926

The sum of all modern foreign language enrollments compared with all Latin enrollments appears thus:

	Modern Languages	Latin
Schools	10,828	13,312
Pupils	797,180	798,926

From these figures it is clear that the number of high-school students studying Latin in this country was in 1925 slightly greater than the number enrolled in all other foreign languages combined and that the number of schools offering Latin far exceeded the total of those offering modern foreign languages. Furthermore more than twice as many schools offered Latin as those offering French—the second most popular language. That the number of pupils was not in quite the same proportion is due to the fact that a larger number of French classes were conducted in city schools with greater enrollments in the sections. Latin was frequently the only foreign language taught in town schools where classes in general are smaller.

The languages taught varied also according to the sections of the country. German was limited almost entirely to the larger cities, but enrollment in German shows a gain in numbers between 1922 and 1925. French classes predominated in New England and in the larger cities of the East and South. In the Western, Central, and Southeastern States, Latin was far in the lead among foreign languages taught.

**Enrollment in the Foreign Languages in Secondary Schools and Colleges in the United States*, compiled by Carleton A. Wheeler and others, the Macmillan Co., New York, 1928.

In the Southwest, including Texas and California, Spanish was, as one would expect, the most popular language studied. Language enrollment in the public high schools of Texas which reported for the spring term of 1925 was as follows:

Enrollment in Latin—10,895 pupils.
 Enrollment in Spanish 18,054 pupils.
 Enrollment in French 941 pupils.
 Enrollment in German 215 pupils.

The most recent figures compiled by the Texas State Department of Education from reports submitted by approximately 400 secondary schools for the term ending June, 1930, show 18,511 students enrolled in Latin classes. As these figures are not quite complete, the exact number is somewhat larger.

With this steadily increasing enrollment in Latin, it seems to be clear that the field for Latin teachers is favorable in Texas as well as in other states.

ERNESTINE F. LEON.

SERVICE BUREAU FOR CLASSICAL TEACHERS

Miss Frances E. Sabin, with her increasingly helpful source of supplies, is to have a new address. Let us take this opportunity to express our appreciation of this valuable work fostered by the American Classical League. We should like to report in our next issue that one hundred Latin teachers in Texas have paid for 1930-31 the fee of \$1.00 each, which entitles them to membership and to eight issues of *Latin Notes*, the organ for the League. In this paper is found from month to month lists of new material.

The new address: Miss Frances E. Sabin, The Service Bureau for Classical Teachers, care New York University, Washington Square, New York City, N. Y.

THE TOURNAMENT QUESTIONS OF 1930

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.

JANUARY BEGINNERS

Question I—Value 10.—Divide into syllables and accent the followings words, marking long vowels of declension and conjugation endings and of present infinitives.

Be sure to put the accent mark over the vowel, or diphthong, in the syllable to be accented, and to make the lines of division:

Sample: pu/él/la.

Nauta, saepe, pecuniam, puellarum, magnus, amare, equus, scholae, esse, narrant.

Question II—Value 15.—The following Latin words have familiar English derivatives. After each Latin word write (1) its meaning, (2) one of its English derivatives, and (3) in the blank directly below, write an English sentence using the English derivative in such a way as to show that you know its meaning:

Sample: laboro; I work; labor.

The farmer labors in the field in the spring.

Fabula, schola, timet, magnus, misera, liber, narro, filia, puer, laudo.

Question III—Value 50.—Translate into Latin each of the following sentences, writing your translations in the blanks below. *Mark the long vowels in the case endings.*

Sample: The boy is in the forest.

Puer in silvā est.

The daughter and the son of the sailor tell long stories.

I give a good book to my dear son.

The farmer often works with (his) friend in the field.

The poet sees beautiful roses on the small island.

Italy is not my native land.

What does the farmer fear?

Who is working in the farmer's field?

Where is my friend's small book?

Why do the boys tell long stories?

The sailor's son loves the poet's daughter.

Question IV—Value 25.—Look at *Question III*. Tell the case of the *Latin* word by which you have translated each of the English words set below, and tell why you have used this case; that is, give its construction.

Sample: puer, nominative case; subject of verb *est*.

silvā, ablative case; place where.

Sentence 1, stories; sentence 2, son; sentence 3, friend; sentence 3, field; sentence 4, island; sentence 5, land; sentence 7, farmer's; sentence 8, book; sentence 9, boys; sentence 10, daughter.

FIRST YEAR (SEPTEMBER BEGINNERS)

Question I—Value 8.—Divide into syllables and accent the following words, marking long vowels of declension and conjugation endings and of the present infinitive. Be sure to put the accent mark over the vowel, or diphthong, in the syllable to be accented, and to mark the lines of division.

Sample pu/él/la.

Defenderunt, praemiis, equorum, hostium, urbs, ducere, audiunt, nuntios, ubi, corporis.

Question II—Part 1—Value 10.—The following Latin words are made up of two parts. In the first blank after each word break up the word into its two parts. In the second blank, put its meaning, and in the third blank put its English derivative. In the line below use this derivative in a sentence which will show that you know the meaning of the word.

Sample: describe, de+scribo, to write about, describe.

The sailor described Rome in his letters.

Induco, absum, inscribo, permitto, exclamo.

Question II—Part 2—Value 10.—The following Latin words have familiar English derivatives. After each Latin word write (1) its meaning, (2) one of its English derivatives, and (3) in the blank directly below, write an English sentence using the English derivative in such a way as to show that you know its meaning.

Sample: laboro, I work, labor.

The farmer labors in the field in the spring.

Defendo, voco, timeo, insula, caput.

Question III—Part 1—Value 14.—In the blank after each of the following verbs put the remaining principal parts, marking long vowels in infinitive endings, and giving the English meaning of each verb. Be sure to write out the entire form of each principal part.

Sample: amo, amāre, amavi, amatus—to love.

Scribo, capio, moveo, video, do, laboro, pono, sum, duco, audio.

Question III—Part 2—Value 8.—In the space after each of the following words, of which you are given the nominative singular, write the form required; marking the long vowels of case endings.

Sample: periculum, nominative singular; periculō, dative singular.

Miles, nominative plural; legatus, dative plural; oppidum, ablative singular; pax, accusative singular; vir, genitive plural; patria, nominative plural; civis, genitive plural; fabula, ablative plural; equus, accusative plural; pars, genitive singular.

Question IV—Value 30.—Translate each of the following sentences into Latin, writing your translation in the blanks below. Mark long vowels in case and infinitive endings.

Sample: The boy is in the forest.

Puer in silva est.

The lieutenant, with the soldiers, is defending the camp in the forest.

The inhabitants of the island have sent a messenger into the territory of the enemy.

The farmer often told his friend stories about the dangers of the city.

The war will be fought in the field on the bank of the river.

The teacher ought to give a reward to the good boy.

The poor soldier was wounded by the sword of the enemy.

The beautiful girl led the horse through the garden and hastened to the road out of the city.

With great danger the sailors defended the island.

Question V—Value 20.—Look at Question IV. Tell the case of the *Latin* word by which you translated each of the English words set below, and tell why you have used this case; that is, give its construction.

Sample: puer, nominative; subject of verb *est*.

silvā, ablative; place where.

Sentence 1, soldiers; sentence 2, messenger; sentence 2, enemy; sentence 3, dangers; sentence 4, bank; sentence 5, boy; sentence 6, sword; sentence 7, road; sentence 7, city; sentence 8, danger.

THIRD TERM (BEGUN JANUARY, 1929)

Question I—Part 1—Value 10.—Give the principal parts of the Latin for the following verbs (write the full word for each part):

Arrive; wish; order; leave; bring to.

Question I—Part 2—Value 5.—Below are the nominative singular forms of some Latin words. Give the meaning of each word and the form indicated. If the word is an adjective, give all three genders:

Legio—accusative plural; sol—genitive singular; omnis—nominative plural; ager—genitive plural; exercitus—dative singular; alius—nominative singular; mons—dative plural.

Question II—Part 1—Value 5.—Tell from what Latin words the following English words are derived:

License; postpone; hostility; novelty; auxiliary; mural; viaduct; solstice; cursory; temporal.

Question II—Part 2—Value 10.—Give the meaning of each of the following Latin words, and one English derivative; use the derivative in a sentence which will show that you know the meaning.

Example: venio, come—convene. The senate convened to consider the question.

Locus; teneo; nullus; opus; nox.

Question III—Value 30.—Translate into English:

Scisne legati nomen qui multis cum militibus ad aquam petendam e castris profectus est? Cum eos vidissem, perterritus ex eis locis domum fugi. Ibi pater ea nocte dixit milites barbaros in (suos) agros impetus fecisse sed gladiis a fratribus nostris facile expulsos esse.

Question IV—Value 30.—Translate into Latin:

The lieutenants suddenly ordered their men at a given signal to seize the hill.

There was such a great storm that we could not cross the river.

Caesar (Latin same form) will lead a multitude of men away from the mountain and will pitch camp.

The general's son persuades (his) brother to seize the rule (power).

We wish to have no army larger than other peoples.

Did you hear with what friends the king withdrew towards the walls?

Question V—Value 10.—In your answer to Question IV look at the Latin word by which you have translated the English words set below in this question, tell what form you have used and why; that is, give its construction.

Example: sentence 1—*lieutenants*—nominative—subject.

Sentence 1—*signal*; sentence 2—*cross*; sentence 3—*mountain*; sentence 4—*brother*; sentence 6—*withdrew*.

SECOND YEAR

Question I.—Translate into English:

Vercingetorix ipse in Bituriges proficiscitur. Eius adventu Bituriges ad Haeduos, quorum erant in fide, legatos mittunt subsidium rogatum, quo facilius hostium copias sustinere possint. Haedui de consilio legatorum quos

Caesar ad exercitum reliquerat copias equitatus peditatusque subsidio Biturigibus mittunt. Qui cum ad flumen Ligerim venissent, quod Bituriges ab Haeduis dividit, paucos dies ibi morati neque flumen transire ausi, domum revertuntur legatisque nostris renuntiant se Biturigum perfidiam veritos revertisse.

Hints on vocabulary:

Vercingetorix, rigis, m.—Vercingetorix, a great leader of the Gauls.
 subsidium—auxilium.
 de consilio—on the advice.
 ad exercitum—cum exercitu.
 peditatus, us, m.—foot soldiers, infantry.
 Liger, -eris, m.—the river Loire.
 perfidia, -ae, f.—treachery.

Question II.—Answer (1) or (2).

(1) Construe in the passage quoted in Question I: *possint, subsidio, dies, revertisse.*

(2) Diagram: Haedui de consilio legatorum quos Caesar ad exercitum reliquerat copias equitatus peditatusque subsidio Biturigibus mittunt.

Question III.—Read the following Latin passage carefully, but do not write the translation. Answer in English the questions set below.

Labienus, eo supplemento quod nuper ex Italia venerat relicto Agedinci, ut esset impedimentis praesidio, cum quattuor legionibus Lutetiam proficiscitur. Id est oppidum Parisiorum, positum in insula fluminis Sequanae. Cuius adventu ab hostibus cognito magnae ex finitimis civitatibus copiae convenerunt. Summa imperi traditur Camulogeno, qui prope confectus aetate tamen propter singularem scientiam rei militaris ad eum est honorem evocatus.

Hints on vocabulary:

supplementum, -i, n.—reinforcements.
 Agedincum, -i, n.—Agedincum, a town in Gaul.
 Lutetia, -ae, f.—Lutetia, the capital of the Parisii, now Paris.
 Parisii, -orum, m.—the Parisii, a Gallic tribe.
 summa imperi—the chief command.
 Camulogenus, -i, m.—Camulogenus, a Gallic chieftain.
 aetas, aetatis, f.—period of life, age.
 singularis, -e—extraordinary, remarkable.
 scientia, -ae, f. (cf. scio)—knowledge.
 evocatus—vocatus.

Where did Labienus leave his reinforcements? For what purpose?

Where is Lutetia?

How many soldiers did Labienus take with him to Lutetia?

What move was made by the enemy when they learned that Labienus had arrived in Lutetia?

What honor was given to Camulogenus? Why was he chosen for this honor?

Question IV.—Prose Composition. Complete the translation of the following sentences, marking all long vowels in the case endings and verb stems.

(1) The lieutenant asked the captives why the enemy were delaying, but they replied that they did not know.

Legatus a captivis quaesivit _____,
 sed responderunt _____.

(2) Orgetorix persuaded Casticus to seize the royal power (throne) in his own State.

Orgetorix _____ persuasit _____.

(3) The number of the Helvetians is so great that they do not march quickly (*celeriter*).

Multitudo Helvetiorum est tanta _____.

(4) Caesar sent the tenth legion that the enemy might not get possession of the mountain.

Caesar legionem decimam misit -----

(5) Since the Helvetians could not easily make war on their neighbors, they were greatly annoyed.

-----, magno dolore afficiebantur.

Question V.—Vocabulary:

Give the principal parts and meaning of *patior*, *differo*.

Give genitive, gender, and meaning of *impetus*, *agmen*, *inopia*.

Give the meaning of and compare *audax*, *facilis*.

Question VI.—Word Study:

(1) Give one English meaning of each of the following words; then give one compound of each and its meaning: *facio*, *fero*, *sum*.

(2) From what Latin words are the following English words derived: *debt*, *project*, *hibernate*.

(3) Give one English derivative on the present stem and one on the participial stem of each of the following words: *mitto*, *mando*.

(4) Use each derivative which you wrote for (3) in an English sentence which shows that you know its meaning.

THIRD YEAR

Question I.—Value 20. Translate:

Quamquam haec omnia, Quirites, ita sunt a me administrata, ut deorum immortalium nutu atque consilio et gesta et provisae esse videantur, idque cum coniectura consequi possumus, quod vix videtur humani consili tantarum rerum gubernatio esse potuisse, tum vero ita praesentes his temporibus opem et auxilium nobis tulerunt, ut eos paene oculis videre possemus. . . . Ut omittam cetera, quae tam multa nobis consulibus facta sunt, ut haec quae nunc fiunt canere di immortales viderentur, hoc certe quod sum dicturus, neque praetermittendum neque relinquendum est.

Question II.—Value 15. Answer (1) or (2); and (3).

(1) Diagram: Idque cum coniectura consequi possumus, tum vero ita dei praesentes his temporibus opem et auxilium nobis tulerunt, ut eos paene oculis videre possemus.

(2) Construe videantur, consili, omittam, consulibus, quae.

(3) Locate (tell what form): nutu, visas, fiunt, sum dicturus, relinquendum est.

Question III.—Value 10. Read carefully the following passage. Do not write translation, but answer in English the questions set below:

Quid quod tu te ipse in custodiam dedisti, quod vitandae suspicionis causa ad M. Lepidum te habitare velle dixisti? A quo non receptus etiam ad me venire ausus es, atque ut domi meae te adservarem rogasti. Cum a me quoque id responsum tulisses, me nullo modo posse isdem parietibus tuto esse tecum, qui magno in periculo essem quod isdem moenibus containeremur, ad Q. Metellum praetorem venisti. A quo repudiatus ad sodalem tuum, virum optimum, M. Metellum, demigrasti; quem tu videlicet et ad custodiendum diligentissimum et ad suspicandum sagacissimum et ad vindicandum fortissimum fore putasti. Sed quam longe videtur a carcere atque a vinculis abesse debere, qui se ipse iam dignum custodia iudicavit? Quae cum ita sint, Catilina, dubitas, si emori aequo animo non potes, abire in aliquas terras et vitam istam multis suppliciis iustis debitis ereptam fugae solitudinique mandare?

(1) With what success in general did Catiline meet when he applied for protection?

(2) What reason did Cicero give him for his refusal?

(3) Why did Catiline apply to Marcus Metellus?

(4) What did Cicero advise Catiline to do under the circumstances?

Question IV.—Value 15. Translate at sight: (Cicero is defending Roscius who is accused of parricide)

Non quaero abs te quare patrem Sex. Roscius occiderit, quaero quo modo occiderit. Ita quaero abs te, C. Eruci: quo modo, et sic tecum agam ut vel respondendi vel interpellandi tibi potestatem faciam, vel etiam si quid voles interrogandi. Quo modo occidit? Ipse percussit an aliis occidendum dedit?

Si ipsum arguis, Romae non fuit; si per alios fecisse dicis, quaero servosne an liberos? Si liberos, quos homines? . . . ubi eos convenit? . . . quo modo persuasit? Pretium dedit; cui dedit? per quem dedit? unde aut quantum dedit?

Hints:

- interpello = interrupt
- percutio = strike a blow
- arguo = accuse
- convenio = meet

Question V—Value 20.—Prose Composition. Translate into Latin:

(1) Some accused Cicero because he had let Catiline go and had not arrested him.

(2) There was no one in the whole province who did not know these things.

(3) Why should these men enjoy the life of this common air for one hour?

(4) Let us visit these enemies of the good with the very severest punishments.

(5) When all the forces of the enemy had been defeated on land and sea in the consulship of Cicero and Antonius, Catiline formed a conspiracy. (Translate "when . . . sea" in two ways.)

Question VI—Value 10.—Vocabulary: Give English meaning of the following words, one derivative, and a sentence using the derivative in such way as to show that you know its meaning:

delecto, semen, carcer, punio, lumen.

Question VII—Value 10.—

From what Latin words are the following English words derived: *quiescent, somnambulist, inclement, ominous, federal.*

FOURTH YEAR

Question I.—Translate into English:

At Cytherea novas artes, nova pectore versat
 Consilia, ut faciem mutatus et ora Cupido
 Pro dulci Ascanio veniat, donisque furentem
 Incendat reginam, atque ossibus implicet ignem:
 Quippe domum timet ambiguam Tyriosque bilingues;
 Urit atrox Iuno, et sub noctem cura recurSAT.
 Ergo his aligerum dictis adfatur Amorem:
 "Nate, meae vires, mea magna potentia solus,
 Nate, patris summi qui tela Typhoia temnis,
 Ad te confugio et supplex tua numina posco.
 Frater ut Aeneas pelago tuus omnia circum
 Litora iactetur odiis Iunonis iniquae,
 Nota tibi, et nostro doluisti saepe dolore.

Question II.—Answer (1) or (2).

(1) Construe: *pectore, faciem, ossibus, iactetur.*

(2) Diagram: Frater ut Aeneas pelagus tuus omnia circum litora iactetur odiis Iunonis iniquae, nota tibi, et nostro doluisti saepe dolore.

Question III.—

(1) Select an example of prolepsis in the passage quoted in Question I.

(2) Copy and scan the first four lines of the passage quoted in Question I. Indicate long and short syllables, divide into feet, mark ictus.

Question IV.—

(1) Complete the verse beginning:

Non ignara mali

(2) Quote the stanza of Tennyson's *Tribute to Virgil* which begins:

Light among the

(3) Identify briefly but *definitely*:

Aeolus, Anchises, Creusa, Ascanius, Achates, Sinon, Priam.

Question V.—Sight passage. (Iris sent by Juno has just urged Turnus to attack the camp of the Trojans.)

Translate into English:

Dixit, et in caelum paribus se sustulit alis,
 Ingentemque fuga secuit sub nubibus arcum.

Adgnovit iuvenis, duplicesque ad sidera palmas
 Sustulit, ac tali fugientem est voce secutus:
 "Iri, decus caeli, quis te mihi nubibus actam
 Detulit in terras? unde haec tam clara repente
 Tempestas? medium video discedere caelum,
 Palantesque polo stellas. Sequor omina tanta,
 Quisquis in arma vocas." Et sic effatus ad undam
 Processit, summoque hausit de gurgite lymphas,
 Multa deos orans, oneravitque aethera votis.

Hints on vocabulary:

Iri—vocative of Iris, goddess of the rainbow.

tempestas—weather, radiance.

discedo—open, clear.

palor—erro.

Question VI.—Prose Composition.—

Translate into Latin:

(1) Antonius threatened openly that he would order Cicero's house to be torn down.

(2) As soon as they had entered upon the magistracy, they summoned the Senate that it might determine what was best to be done for the republic.

(3) Cicero moved that the Senate should offer pardon to those soldiers who should return to duty before the first of February.

Question VII.—Vocabulary and Words:

(1) Give the principal parts of: *pasco*, *sterno*, *surgo*.

(2) Give one derivative from each of the following: *pasco*, *sterno*. Give one derivative on the present stem and one on the participial stem of *surgo*.

(3) Use each of the derivatives which you wrote in (2) in an English sentence which will show that you know its meaning.

(4) What Latin word is suggested by each of the following: *Collide*, *ineffable*, *ossify*, *prolific*, *pulverize*.

GENERAL NOTICE TO ALL GRADERS

Remember that this is a competitive examination, and grades are not absolute, but relative. Hence *subtract* rather than add.

Be careful with fractions. It is almost impossible to make a sensible set of questions in such way that all errors count the same.

You may resent the grading scale and the sample key for graders, but remember that there are graders at work in all the centers, each with his own idea of values. The key strives for uniformity in grading, and the answers given, particularly in translations, are suggestions only.

If the chairman of the center thinks best, you might set in the margins the amount to be subtracted for each error, and let a committee skilled in fractions "do the sums" and set down the final answer.

In case of tie or close grades, consideration should be given:

(1) in translation to clearness and smoothness

(2) in prose composition to word-order. In no case should jargon or hotch-potch be accepted as translation.

