

8-12-2022

On Teaching Sallust in Latin: The Why and the How

Jorge Tárrega Garrido

University of Massachusetts, Boston, jorge.tarregagarrido@umb.edu

Follow this and additional works at: <https://crossworks.holycross.edu/necj>



Part of the [Classics Commons](#)

Recommended Citation

Tárrega Garrido, Jorge (2022) "On Teaching Sallust in Latin: The Why and the How," *New England Classical Journal*: Vol. 49 : Iss. 1 , 112-125.

<https://doi.org/10.52284/NECJ.49.1.article.garrido2>

This Article is brought to you for free and open access by CrossWorks. It has been accepted for inclusion in New England Classical Journal by an authorized editor of CrossWorks.

On Teaching Sallust in Latin: The Why and the How

JORGE TÁRREGA GARRIDO

Abstract: There exist many pedagogical methods we can use to examine, expound and explain ancient authors to our students. In this paper I propose an alternative approach to teach Sallust in an undergraduate setting, with explanatory aids, exercises, tests and quizzes. The latter result not from quick consideration, but from daily use and application in my own classes. In addition, I give reasons why it is helpful to teach Latin *in Latin* and what advantages it has for students who have learned well the grammar and have moved on to reading and analysis of the ancient texts. Students who had had no prior exposure to this approach completed an evaluation at the end of the academic year; the results are provided as a conclusion to the article.

Keywords: Pedagogical methods, Sallust, Lecturing, active Latin pedagogy

Tantummodo incepto opus est, cetera res expedit “We only need to start, the course of the events will accomplish the rest” (Sall. *Cat.* 20)

As methods of teaching Latin that exercise and foster all four language skills are more and more employed in high schools and universities across the world and we are seeing an increase in the number of studies in which scholars seek out more engaging, more efficient and more aligned approaches with the teaching of any other modern language,¹ we felt quite appropriate to put into practice all these theoretical approaches and tailor them to our college classes. In fact, eighteen years ago, von Albrecht (2002: 7-13) made a number of arguments as to why Latin itself should be used within the discipline of Classics. Of these arguments, the following stand out: 1. *Argumentum ex rerum memoria*: producing scholarship in Latin continues a centuries-long tradition of writing about philology in Latin; 2. *Argumentum ex analogia*: in other languages, they use the very same language they research: English language scholars teach in English, German in German, and so on; 3. *Argumentum commoditatis*: it is convenient for scholars across the world to focus their attentions on just one common language; 4. *Argumentum ex rerum natura*: what is in Latin, let it be taught in Latin; 5. *Argumentum ex re sive ex apto*: it is easier to teach in the Latin language and Roman culture; 6. *Argumentum utilitatis*: it benefits the student, since the student who practices Latin prose composition will be most ready to understand and discuss texts written in Latin.

In the following pages, I share some of the content and nature of my teaching, fruit of my own study and experience teaching ancient authors at the University of Valencia (Spain). In particular, I focus on examples of my approach as applied to a single author, the historian Sallust, whom undergraduate students are taught in their sophomore year. From the start, my wish was to use and put to the test my own approach, even though the materials and subject matter had been decided on already by the program administrators. The project was not without difficulties at the beginning; nowadays, most undergraduate students have never *heard* the Latin language, nor have they been asked to actually *read* the texts; rather, they are required to *translate* word-by-word. So I implemented an active Latin approach through which students could understand the subject and advance in their own command of the language.

Nonetheless, I am aware that not all my department colleagues use active methodologies in their classes, that is, do not use all four skills, speaking, hearing, writing, in addition to reading; rather they have long pursued traditional approaches. Still I think that at

¹ Cf. e.g. Aguilar García 2020 & 2019; Arend 2018; Lloyd 2017; Owens 2016; Carlon 2016 & 2013; Patrick 2015; Minkova 2014; Ricucci 2014 & 2013; Coffee 2012.

least the **exercises** which will be laid out below, can help students as subsidiary activities even in a class using traditional approaches. That is, even if students have learned or are learning the language in other ways before and after a class carried out this way, I think the lessons plans below will be of great benefit to them. My own rationale is at once simple and manifold right from the beginning: to make the language, through examples and actual use, a true means of communication, not some obscure and odd artifact;² and so that students understand Sallust's subject and the style through which it is conveyed; finally so that we further discuss questions that pertain to politics and human nature.

Passages Selected

The course I am discussing here is set up to be done over a three-month term; with a total of fifty hours, distributed across two two-hour sessions per week. That being the case, selection of passages must be suited to the time available, and care taken that the resulting group of passages are not some random congeries offering fodder for explaining grammatical rules. To this end, I have excerpted the beginning of Sallust's *Bellum Jugurthinum*. In its first chapters, Sallust lays the foundation for the narrative and sketches the origins of the war, **all of which takes up chapters 5 to 16**. I have designed the following headings in order to provide a quick overview of the contents of each paragraph:

V: Quid sit Sallustius scripturus. Post bellum Punicum secundum quid acciderit. Masinissa. Micipsa regnum obtinuit.
VI: Iugurthae virtus. Micipsa anxietate tenebatur propter Iugurtham.
VII: Iugurtha praefectus est Numidis in Hispania. Bellum Numantinum.
VIII: Novi atque nobiles Romani Iugurtham accendebant. Scipio monet Iugurtham.
IX: Litterae Scipionis Micipsae redditae.
IX-X: Micipsa Iugurtham beneficiis vincere aggreditur. Quid Micipsa ante mortem dixerit.
XI: Micipsa mortuo, disceptatio de regno.
XII: Hiempsal necatur. Nex Hiempsalis.
XIII: Alii Numidae Adherbalem secuntur, alii Iugurtham. Adherbal se Romam confert; etiam legati Iugurthae.
XIV. Loquitur Adherbal in senatu.
XV. Iugurthae legati respondent in senatu.
XV-XVI: Senatus consulitur.

² See Carlon 2013, 106: "It [Latin] is frequently viewed as an artifact, a leftover from an elitist and antiquated educational system" and further (112): "We must avoid at all costs teaching grammar without context, as if it were an artifact all on its own, disconnected from the language that defines it."

Individual Classes

Each class falls into four parts:

1. *Prolegomena*. Students are asked to report in Latin on what was covered in the previous class. Review of syntactical structures and subjects dealt with.

2. *Reading*. As we read through the passage slowly, I offer many ways to understand the text and review vocabulary, for instance: synonyms and antonyms, examples from the context; paraphrases. I constantly encourage the students to try to respond in Latin³, which they do not always do, but quite often.

3. *Exercises* (See below for details).

4. Finally, once the passage is read through slowly, and its difficulties solved, we read it and appreciate it: meaning, not just exploration of style and diction, but that ‘enjoyment’ that can be experienced in the reading of literature, which Cicero attests to⁴.

As far as the use of the language is concerned, I decided that I would give the course in Latin from day one. In addition to Prof. von Albrecht’s arguments, given above, let me sum up why I teach the subject in Latin, and why from my own experience I think using the language can bring the students substantial benefits: 1. Students gradually attune their ears to the language which leads them to a more complete immersion; 2. As they are actively using the same language they are trying to learn, they do not feel it is something strange and alien to them; 3. The structures read in Sallust are practiced frequently in an active way; 4. They more readily grasp the vocabulary this way.

Exercises

Although innumerable activities and exercises can be adduced, I select only some, suited to the individual chapters. Many other instances can be produced on the example of these:

Exercitia ad capitulum V excogitata

A) Responde ad interrogata:

- Quale fuit bellum inter populum Romanum et Iugurtham?
- Quid finem fecit studiis civilibus?
- Quid sibi vult Sallustius antequam explanat belli initium? Quem ad finem talia dicit?
- Quis opes Italiae maxime attriverat?
- Fuitne Masinissa amicus Romanorum?
- Qua de causa fuit Scipioni cognomen "Africanus"?
- Quid fecerat bello Punico secundo Masinissa?

³ Minkova (2014: 298) gives many examples employed in the teaching of Caesar at her university. She says that it is very helpful to ask students questions, to get them to paraphrase, and to have them write summaries. Add to these the extremely useful approaches for coming up with activities in Carlon 2016 & 2015, Patrick 2015 and Harrison 2010.

⁴ Cic. *Epist.* VI,12: *Est unum perflugium doctrina ac litterae, quibus semper usi sumus, quae secundis rebus delectationem modo habere videbantur, nunc vero etiam salutem* “One refuge is that of learning and reading literature — I’ve always had recourse to it — they offered me pleasure when things were going well, but now, in addition, they offer a means of self-preservation”

B) De verbis idem significantibus:

Quaere in capitulo V verba idem significantia:

arrogantia		patentia	
dirum		absolveret	
diversa		explano	
postea		pugna	
quod		solitudo	
altero		egregia	
facultates (divitias)		facta	

C) De morphologia:

Quaere in loco praeterita plusquamperfecta eorumque verborum enuntiatum indica.

D) De re

Quae erat contentio in Re Publica Romana, de qua Sallustius in capitulo V loquitur?

Exercitia ad capitulum VI excogitata

A. Iunge A cum B singulariter

A		B
Plurimum facere		ferire
Pleraque tempora in venando		anteire
Leonem atque feras		minimum de se loqui
Omnes gloriā		certare
Cursu cum aequalibus		agere

B. Sententias Latinas compone his vocabulis fretus:

- dedit- luxu- neque - ubi - corrupendum – se – non – inertiae – adolevit
- qui – primum
- Iugurthae – fore - regno – virtutem – existumabat – gloriae – suo - Micipsa
- eo – permotus – cum – tametsi – negotio - fuerat – multa – animo – initio –
volvebat – laetus – vehementer – suo

C. Responde ad interrogata:

1. Indica sex artes quibus Iugurtha adulescens se exercebat
2. Quid terrebat Micipsam?
3. Quid saepe conturbat homines modestos apud Sallustium?
4. Erantne Numidae irati Iugurthae?
5. Quid forsitan accidisset, si Iugurtha dolis necatus esset?
6. Quid tu censes? Decetne hominem multum de se ipso loqui? Estne virtutis
“minimum de se loqui”?

D. Quaere verba idem significantia in capitulo VI *Belli Iugurthini* (ex “Qui ubi” ad “de se loqui”):

vultu		potens	
praestaret		pugnare	
cum primum		bestias	
vulnerare		robustus	
consuetudo			

E. Quaere in capitulo VI *Belli Iugurthini* (ex “Quibus rebus” ad “anxius erat”):

- Accusativum cum infinitivo:
- Ablativum absolutum:
- Participium coniunctum:
- Sententiam concessivam:
- Gerundivum:
- Plusquamperfectum:
- Ablativum causae:
- Ablativum instrumenti:
- Duas proprietates Sallustii generis scribendi:

Exercitia in capitulum VII excogitata

A) Quid congruit?

Iugurtha volebat parēre	Romanos/Romanis/Romanas
Micipsa praefecit Iugurth..... Numid.....	Iugurtham-Numidis/ Iugurthae Numidas/ Iugurthis-Numidam
Misit auxilia	equis/equitum/equitatum
Saepe obviam ibat	pericula/periculos/periculis
Neque eius inceptum frustra erat!	ullum/nullum/nemo

B) Quaere verba idem significantia in capitulo VII *Belli Iugurthini*:

fraudibus		decevit	
difficiles		periclitari	
cupidus		monstrando	
putaverat		accidit	
sagacitas		acuto	

C) Quaere verba contrarium significantia in capitulo VII *Belli Iugurthini*:

clementia		fugiendo	
eodem modo		odiosus	
negligentia		amori	
maximā superbiā		ignavo	
raro		disiunxerat	

D) Dic aliis verbis:

1. Virtus eius regni tui gloriam amplificabit
2. Numantinos terrebat Iugurtha
3. Micipsa sic periclitatus est
4. Nostri maxime amabant Iugurtham
5. Maxime cupiebat gloriam militarem

E) Responde ad interrogata:

1. Cur nolebat Micipsa interficere Iugurtham?
2. Quomodo sperabat Micipsa Iugurtham necatum iri?
3. Quibus adiectivis describit Iugurtham Sallustius in capitulo VII?
4. Quid fecit Iugurtha ad animos Publii Scipionis alliciendos?
5. Terrebatne Iugurtha Numantinos?
6. Quid fit, Sallustio teste, si nimis utimur prudentiā? Quid fit, si nimis audaciter agimus?
7. Num deficiebat saepe in inceptis suis Iugurtha?
8. Quos sibi amicitia comparaverat Iugurtha? Quibus rebus?

E) GRAMMATICA: Quaere in capitulo VII *Belli Iugurthini*:

- Duos Accusativos cum infinitivo:
- Gerundium:
- Vt consecutivum:
- Ablativum qualitatis:
- Cum narrativum:

G) De genere scribendi Sallustiano. Suntne in capitulo VII...?

- Variationes:
- Medii, qui dicuntur, soni:
- Chiasmi:
- Infinitivi historici:
- Accusativi plurales tertiae decl. in -is exeuntes:
- Numquid plura?

Exercitia ad capitulum XIII excogitata

A) Quaere verba idem significantia in capitulo XIII *Belli Iugurthini*:

factum		perfectis	
adicit		operam dabant	
confisus		iubet	
proelium		haesitent	
discessit		nece	

B) Responde ad interrogata:

1. Qui Numidae Iugurtham secuntur?
2. Suntne sponte secuti omnes Numidae Iugurtham?
3. Num Iugurtha devictus est ab Adherbale? Quid accidit post proelium?
4. Quibus rebus fretus volebat Iugurtha iram mitigare Romanorum?
5. Suntne irā accensi Romani propter Iugurthae largitudinem?

C) Sententias Latinas compone his vocabulis fretus:

- itineribus contendit Galliam Quam maximis in ulteriorem
- potest generum maximas parat copias omnium quam potest
- totius sperant sese potiri Galliae posse
- eo volvebat negotio multa suo vehementer permotus animo cum
- legatum Marius iubet Manlium proficisci
- iubet erumpere milites Marius tollere atque portis clamorem
- imperat Ciceroprehendant Allobrogum comitatus (*IV declinatio!*) praetoribus ut
- ne Omnes transeant ope decet summā vitam homines niti silentio

D) De proprietatibus generis scribendi Sallustiani. Suntne in capitulo XIII...?

- Variationes:
- Medii, qui dicuntur, soni:
- Infinitivi historici:
- Accusativi plurales tertiae declinationis in -is exeuntes:
- Numquid plura?

On the Subject Matter

Sallust doesn't sprinkle his work with words to be appreciated in passing, as an afterthought; in fact, as soon as we talk about Sallust's syntax and his diction, or his characteristic phrases and abundant examples illustrating the language itself and how it works, we stop and talk about Sallust's thoughts on statesmanship, on the failings of politicians, on honor-seeking. This is not the place to analyze Sallust's thought on these matters, something many other learned and practiced scholars have done⁵, but rather to advise on the suitability of undertaking a

⁵ Studies on Sallust are quite abundant: it will suffice to refer here to several discussions, which, if read by the student, will lead him or her to other, more detailed scholarship: Kraus & Woodman 1997; von Albrecht 1989 & 1997; McGushin 1977; Ciruelo 1973; La Penna 1968; Syme 1964. Also in Latin: D'Elia 1964, Vallaurius 1860, Burnouf 1821 & Valpy 1820.

serious discussion on Sallust's thinking with regard to the above-mentioned matters, one that will benefit the students and, as Quintilian says, 'will be taken home' after class⁶. I encourage my students to read the prefaces of both the *Bellum Jugurthinum* and the *Bellum Catilinarium* first, then to think about and answer the following questions:

1. Scribe summarium praefationum Sallustii in *Bellum Catilinarium* et *Bellum Jugurthinum*.
2. Quem ad finem scripsit Sallustius *Bellum Jugurthinum*?
3. Saepe disserit de ambitione et corruptelis populi Romani. Quid tu sentis de rerum descriptione, qua utitur? Distatne multum vita Sallustii a consiliis, quibus opera sua aspersit?

After the students have written out answers to these questions as an assigned task for review by the instructor, a class discussion is facilitated, wherein students talk about anything that comes up for argument or debate, express their opinions, counter those of others, including Sallust's own, so that they can say, along with Horace (*Ep.* 1.14-15): *nullius addictus iurare in verba magistri, / quo me cumque rapit tempestas, deferor hospes* "I'm not bound to swear any oath dictated by an instructor. Wherever the storm winds take me, there I come as a welcome guest".

Here are some sentences which will help the students engage in a useful discussion:

1. Cum omnis gloriā anteiret, omnibus tamen carus esse (cap. VI) / gloriā invidiam vicisti (cap. X)
2. Plurimum facere, minimum ipse de se loqui (cap. VI)
3. Proelio strenuus erat et bonus consilio, quorum alterum ex providentiā timorem, alterum ex audaciā temeritatem afferre plerumque solet (cap. VII)
4. Romae omnia venalia esse (cap. VIII)
5. En habes virum dignum te atque avo suo Massinissa (cap. IX)
6. Non exercitus neque thesauri praesidia regni sunt, verum amici, quos neque armis cogere neque auro parare queas: officio et fide pariuntur (cap. X)
7. Nam concordia parvae res crescunt, discordia maximae dilabuntur (cap. X)
8. In omni certamine qui opulentior est, etiam si accipit iniuriam, tamen, quia plus potest, facere videtur (cap. X)

On Assessment

I now come to assessing and examining students; to which end, I do not introduce my own questions without also adding traditional assessment methods, as is required by the faculty. By implementing both methods in the formal assessment, we meet the faculty standards as well as we ensure that the approach we have used in our classes is also reflected in the final examination. Accordingly, I give the students a two-part exam, of which the one contains subjects and passages dealt with in our class, while the other contains passages excerpted from Sallust's work. I should add that in Spain 20% of the holistic assessment consists in homework

⁶ *Inst.* II 2, 8: *Ipse [i.e. praeceptor] aliquid, immo multa cotidie dicat quae secum auditores referant. Licet enim satis exemplorum ad imitandum ex lectione suppeditet, tamen viva illa, ut dicitur, vox alit plenius* "Let the teacher say something every day, indeed many things, that the students can take home with them. No matter how many examples to imitate he provides them with out of the texts, it is more nourishing to listen to a few words, as they say, 'viva voce'".

and projects undertaken by students. Therefore, the final grade is calculated as follows: *pars prima* (40) + *pars altera* (40) + assignments (20) = 100.

Here are the two parts of an assessment example:

PARS PRIMA

1. Sesquihora ad respondendum, nullo lexico adhibito
2. Nihil convertendum est nisi pars significata.
3. Ratio huius partis: 40p

Lege locum ex Sallustii *Bello Iugurthino* depromptum:

Numida mandata brevi conficit atque, uti doctus erat, noctu Iugurthae milites introducit. Qui postquam in aedis irrupere, divorsi regem quaerere, dormientis alios, alios occurrentis interficere, scrutari loca abdita, clausa effringere, strepitu et tumultu omnia miscere, quom interim Hiempsal reperitur occultans se tugurio mulieris ancillae, quo initio pavidus et ignarus loci perfugerat. Numidae caput eius, uti iussi erant, ad Iugurtham referunt. Ceterum fama tanti facinoris per omnem Africam brevi divulgatur. Adherbalem omnisque, qui sub imperio Micipsae fuerant, metus invadit. In duas partis discedunt Numidae: plures Adherbalem secuntur, sed illum alterum bello meliores.

A) Responde ad interrogata (10p):

- a) De quo Numidā hic loquitur Sallustius?
- b) Quem interficiunt Iugurthae milites intrantes?
- c) Vbi repertus est Hiempsal? Cur se ibi occultavit?
- d) Terrenturne fautores Adherbalis? Cur?
- e) Qui homines Iugurthae favent?

B) Quaere in loco (8p):

verba idem significantia		verba contrarium significantia	
patrat		vigilantis	
repugnantis		egressi sunt	
tradunt		manifesta	
invenitur		audax	
sceleris		postremo	

- C) Converte in sermonem vulgarem partem loci adnotatam: a “Qui postquam...” ad “perfugerat” (10p.)
- D) Quaere in loco VI proprietates, quae saepe a Sallustio in scribendo adhibentur (12p.)

PARS ALTERA

1. Sesquihora ad respondendum. Lexico uti licet
2. Nihil convertendum est nisi pars significata.
3. Ratio huius partis: 40p.

Lege locum ex Sallustii *Bello Iugurthino* depromptum:

Postquam diviso regno legati Africā decessere et Iugurtha contra timorem animi praemia sceleris adeptum sese videt, certum esse ratus, quod ex amicis apud Numantiam acceperat, omnia Romae venalia esse, simul et illorum pollicitationibus adensus, quos paulo ante muneribus expleverat, in regnum Adherbalis animum intendit. Ipse acer, bellicosus; at is quem petebat quietus, inbellis, placido ingenio, opportunus iniuriae, metuens magis quam metuendus. Igitur ex inproviso finis eius cum magnā manu invadit, multos mortalis cum pecore atque alia praeda capit, aedificia incendit, pleraque loca hostiliter cum equitatu adcedit.

A) Responde ad interrogata (10p):

- a) Quando legati Romani ex Africā discessere?
- b) Quid certissime Iugurtha sciebat?
- c) Cur nullo timore Iugurtha tetendit in regnum Adherbalis?
- d) Quibus verbis depingitur Adherbal?
- e) Cuius finibus potitus est Iugurtha?

B) Converte in sermonem vulgarem partem loci adnotatam: a “Postquam...” ad “intendit” (10p.)

C) Quaere in loco IV proprietates, quae saepe a Sallustio in scribendo adhibentur (4p)

D) De syntaxi: quid congruit? (16p)

In tantam claritudinem brevi pervenerat, ut _____ vehementer carus, _____ maxumo terrori esset	1. Nostris-Numantinis 2. Nostrum-Numantini 3. Nostros-Numantinos
Existumabat virtutem Iugurthae regni _____ su _____ glori _____ fore	1. Regno suo-gloriae 2. Regni sui-gloriam 3. Regna sua-gloriis
Natura praeceps ad explend _____ animi cupidin _____	1. explendam-cupidinem 2. explendae-cupidinis 3. explendum-cupinidinis

Ne _____ seditio aut bellum oriretur, anxius erat.	<ol style="list-style-type: none"> 1. Qua 2. Aliqua 3. Quo
Videt neque per vim neque insidiis _____ posse hominem tam acceptum popularibus	<ol style="list-style-type: none"> 1. opprimi 2. opprimendi 3. opprimendos
Non se luxu neque inertiae _____ dedit	<ol style="list-style-type: none"> 1. corrumpere 2. corrumpendam 3. corrumpendum
En habes virum dignum _____	<ol style="list-style-type: none"> 1. tibi atque avi tui 2. te atque avum tuum 3. te atque avo suo
Morb _____ atque aetat _____ confectus	<ol style="list-style-type: none"> 1. Morbo-aetate 2. Morbi-aetatis 3. Morbos-aetates
Amici, quos neque armis cogere neque auro parare queas, officio et fide _____	<ol style="list-style-type: none"> 1. parentur 2. pariuntur 3. parant
_____, Iugurtha, decet providere	<ol style="list-style-type: none"> 1. Tibi 2. Te 3. Tui
Tempus ad utramque rem decernitur, sed maturius ad pecuniam distribue _____	<ol style="list-style-type: none"> 1. distribuere 2. distribuendam 3. distribuendi
Iugurtha omn _____ Numidi _____ imperare parat	<ol style="list-style-type: none"> 1. omni Numidiae 2. omni Numidia 3. omnem Numidiam
Nolite pati _____ nepotem Masinissae frustra a _____ auxilium petere	<ol style="list-style-type: none"> 1. ego-vos 2. mihi-vobis 3. me-vobis
Aut quisquam _____ misereri potest?	<ol style="list-style-type: none"> 1. nostros 2. nostri 3. nos
Rex finem _____ fecit	<ol style="list-style-type: none"> 1. loquendi 2. loquendum 3. loquendo
Pauci, quibus bonum et aequom divitiis carius erat, _____ Adherbali et Hiempsalis mortem severe _____ censebant	<ol style="list-style-type: none"> 1. subvenire-vindicare 2. subventum-vindicatum 3. subveniendum-vindicandam

Conclusions and Student Evaluations

It has been our aim to share the approach that we have recently put into practice at University of Valencia and that, as we have experienced, led our students to a greater command of Latin as well as to a deeper knowledge of a classical author. The reasons we were encouraged by at the beginning were stepwise confirmed in every class through constant exercises and tests. Moreover the students themselves, when they were asked about this approach, drew the conclusions and highly valued the usefulness of the course: at the end of the last scheduled class, I decided to find out what they thought about the classes and the method. 28 students responded voluntarily to the following questions:

1. What do you think about classes that are given entirely in Latin?
2. Do you find this approach useful?
3. Would you have preferred the course to be given in Spanish (not in Latin)?

Some students responded to each question, some gave a general answer, only on one condition: it should remain anonymous. It is clear from their responses that all of them liked that the class was given entirely in Latin; no one indicated that s/he preferred the class to be given in vernacular; all thought the approaches used were effective. The chart below summarizes some of the typical responses:

Student responses	Frequency of responses
- "I learned a lot of vocabulary by listening and reading"	9
- "I really learned Latin"	8
- "I really enjoyed the course"	8
- "I understand Sallust better"	6
- "A lot of commitment is required so as not to get lost during the class"	5
- "It would be a great benefit to the students if more of the instruction was done in Latin"	4
- "We're compelled to think in Latin and to imagine the Roman mentality"	3
- "With such approaches, Latin lives; it's not at all dead"	2

Survey information	
Total Students	28
Level	2nd year undergraduate students of Classics
Place	Faculty of Philology, University of Valencia (Spain)
Day	5/18/2017
Procedure	Handwritten response to anonymous student questionnaire ⁷

UMass Boston
jorge.tarregarrido@umb.edu

⁷ I would like to thank the anonymous *NECJ* reviewer for their helpful suggestions and Prof. Barrios Lech for his translation of the Latin original version into English.

Works Cited⁸

Latin Pedagogy

- Aguilar García, María Luisa. 2020. "De rationibus ac principiis quibus constat *Comparatio aliarum linguarum* (SLA) ad linguam Latinam tralatis ac conversis", *Classical World* 113.3: 335-356. <https://doi.org/10.1353/clw.2020.0027>
- Aguilar García, María Luisa. 2019. "Usus adversus doctrinam? Grammatica in schola alterius linguae. Grammatica Latine tradita", *Thamyris* 10: 237-264.
- Albrecht, Michael von. 2002. "De lingua Latina in Philologia Latina adhibenda", *Estudios Clásicos* 122: 5-16.
- Arend, Alan van den. 2018. "Something Old, Something New: Marrying Early Modern Latin Pedagogy and Second Language Acquisition (SLA) Theory", *Teaching Classical Languages* 10.1: 1-32.
- Carlson, Jacqueline. 2016. "Quomodo Dicitur? The Importance of Memory in Language Learning", *Teaching Classical Languages* 7.2: 109-135.
- Carlson, Jacqueline. 2015. "Rethinking the Latin classroom: changing the role of translation in assessment", *The Classical Outlook* 90.4: 138-140.
- Carlson, Jacqueline M. 2013. "The Implications of SLA Research for Latin Pedagogy: Modernizing Latin Instruction and Securing its Place in Curricula", *Teaching Classical Languages* 4.2: 106-122.
- Coffee, Neil. 2012. "Active Latin. Quo tendimus?", *Classical World* 105.2: 255-269. <https://doi.org/10.1353/clw.2012.0007>
- Harrison, Rebecca. 2010. "Exercises for Developing Prediction Skills in Reading Latin Sentences", *Teaching Classical Languages* 2.1: 1-30.
- Lloyd, Mair Elizabeth. 2017. *Living Latin: Exploring a Communicative Approach to Latin Teaching Through a Sociocultural Perspective on Language Learning*, PhD Thesis, The Open University. <https://doi.org/10.21954/ou.ro.0000bef6>
- Minkova, Milena. 2014. "De Caesare in scholis Latinis provecioribus destinatis modo activo proponendo", *Nordlit* 33: 297-309. <https://doi.org/10.7557/13.3168>
- Owens, Patrick. 2016. "Barbarisms at the Gate: An Analysis of Some Perils in Active Latin Pedagogy", *Classical World* 109.4: 507-523. <https://doi.org/10.1353/clw.2016.0047>
- Patrick, Robert. 2015. "Making Sense of Comprehensible Input in the Latin Classroom", *Teaching Classical Languages* 6.1: 108-136.
- Ricucci, Marco. 2014. "Oltre i confini di Babele; riflessioni per una didattica della grammatica latina con il metodo neocomparativo", *Euphrosyne* 42: 225-43. <https://doi.org/10.1484/J.EUPHR.5.125454>
- Ricucci, Marco. 2013. "Al cospetto di Theuth. Understanding reading tra note teoriche e tecniche didattiche", *Thamyris* 4: 11-32.

Roman literature

- Albrecht, Michael von. 1997. *Historia de la literatura romana*, Barcelona.
- Albrecht, Michael von. 1989 (=1971). *Masters of Roman Prose, From Cato to Apuleius*, Anglice redditum a Neil Adkin.
- D'Elia, Antonio. 1964. *Latinarum litterarum historia*, Neapoli.
- Kraus, Christina S. & Woodman, Anthony J. 1997, *Latin Historians*, Oxford.
- Vallaurius, Thomas. 1860. *Historia critica litterarum latinarum*, Augustae Taurinorum.

Sallust

- Burnouf, Jean Louis. 1821. *Caius Crispus Sallustius ad codices Parisinos recensitus cum varietate lectionum et novis commentariis*, Parisiis.
- Ciruelo, José Ignacio. 1973. *Salustio: política e historiografía*, Barcelona.
- La Penna, Antonio. 1968. *Sallustio e la "rivoluzione" romana*, Milano.
- McGushin, Patrick. 1977. *C. Sallustius Crispus. Bellum Catilinae. A Commentary*, Lugduni

⁸ Last access to all links: 8/13/2020.

Batavorum. <https://doi.org/10.1163/9789004327627>
Syme, Ronald. 1964. *Sallust*, Berkeley. <https://doi.org/10.1525/9780520929104>
Valpy, Abraham John. 1820. *Caii Crispi Sallustii opera omnia ex editione Gottlieb Cortii cum notis et interpretatione in usum Delphini, variis lectionibus, notis variorum, notitia literaria, recensu editionum et codicum et indicibus locupletissimis accurate recensita*, Londini.