

THE UNIVERSITY OF TEXAS BULLETIN

No. 3530: August 8, 1935

THE LATIN LEAFLET

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

Ernestine F. Leon, Editor

W. J. Battle, Ruby Terrill Lomax, H. J. Leon, Associate Editors

Number 29

TOURNAMENT NUMBER FOR 1935-1936

Price Five Cents



PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH AND ENTERED AS
SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912

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

Sam Houston

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

Mirabeau B. Lamar

THE LATIN LEAFLET

Number 29

TOURNAMENT NUMBER FOR 1935-1936

À PROPOS OF HORACE

Horatian Pilgrimages

While we are about to go to press, Mrs. M. C. Butler, who has guided the good ship Texas Latin Tournament for the last year, is in Delphia, dear to Apollo, with the Horatian Cruise. Dr. W. J. Battle and Mr. Hugo Gibson of Seguin have also joined the group. Miss Annie Laurie Walker of Fort Worth is in Italy. Mrs. Myrtle Todd Moore, formerly a tutor at the University and now of the faculty of Sophie Newcomb College in New Orleans, is spending the summer in Athens. Other Texans may be equally fortunate, but since they have not notified the Classical Department of the University, they will have to overlook the omission of their names. We hope that others are looking forward to a Horatian pilgrimage for 1936, the mathematical bimillennium.

The Celebration

When Horace wished to describe the extent of his fame, he put the treeless north at one extreme and the burning desert at the other. Gifted seer though he was, he did not dream of lands beyond the boundaries of Atlas. Yet his fame has spread beyond that limit, even to the land of the Seri by a western route. Texas, being on the course, has with Mrs. Butler as general chairman shown that it is not so far from the sun's chariot that it has taken no part in the celebration. Many schools have devoted a Classical Club or Classical Department program to Horace during the last school year. We hope that they will have similar celebrations in honor of Horace and that more will follow their example in the season of 1935-1936.

Copies of plays and other material are obtainable at a nominal cost from The Service Bureau for Classical Teachers, Miss Frances Sabin, Director, Washington Square East, New York City

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

Publicity

Roberta F. Lavender, The University of Texas, Austin
Myrthillie Bradfield, Highland Park High School, Dallas
Mrs. R. H. Johnson, Senior High School, Lubbock
Ola Lee Smith, Coleman High School, Coleman
Opie Dalby, Texarkana High School, Texarkana
Mrs. Olivia Jones, Temple High School, Temple
Durdette Smyth, Thomas Jefferson High School, Port Arthur
Eddie Qualls, Gonzales High School, Gonzales

Celebrations in Colleges

W. J. Battle, The University of Texas, Austin
Kathryn Bowen, Baylor College, Belton
J. N. Brown, Teachers College, Denton
Lois Carlisle, C.I.A., Denton
Mattie B. McLeod, College of Arts and Industries, Kingsville
W. W. Freeman, Teachers College, Commerce
William Longino, Teachers College, Huntsville
Mrs. William Dingus, Texas Tech., Lubbock
Irma Bruce, Teachers College, San Marcos
J. S. McIntosh, S.M.U., Dallas
Pearl West, Thomas Jefferson High School, San Antonio
Josiah Combs, T.C.U., Fort Worth

Reading

Mrs. H. J. Leon, The University of Texas, Austin

Activities of the Classical Association of Texas

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

Activities in Libraries

Each teacher of Latin and Greek in Texas

The Horatian Translation Contests

In an age when it is a fashion to complain of overwork a fair number of high-school students have taken enough interest to enter the contest for the best translation of an ode of Horace. Ode two of book three was assigned to contestants in Texas. The three best papers were sent to a national committee which will decide which of the papers submitted is the best example of a translation from Latin. The students who entered the contest may be proud to feel, regardless of the result, that they have been part of so far-reaching a project. Texas has not shown the insularity of one state in which the teachers of Latin reported that their work would not be helped by their participation in the celebration.

Results of the Horace High School Translation Contest

Book III. Ode 2

The three translations sent to the national contest committee were submitted by:

Catherine Dullnig	.....	Thomas Jefferson High, San Antonio
Mary Ann Potts	.....	Highland Park, Dallas
Orvis Payne	.....	Central High, Waco

Honorable Mention

Atrelle Roden	.....	John Reagan High, Houston
Doll Thompson	.....	Lufkin
Ferrelline Tucker	.....	Lubbock
Joe Sullivan	.....	Central High, Beaumont

Winners in the national contest are to be announced in the press on December 8.

Fewer students entered the Horatian contest for colleges. The paper of Kathryn Bishop, The University of Texas, was sent to the judges of the national contest for colleges.

Horace and Verse

While all translations showed a praiseworthy effort on the part of students, the results in some cases which passed as poetry would have made the ashes of Horace flame into sparks. He himself remarked, "It is not enough to round out a verse" to make one a poet. Some of the lines submitted were better described by Touchstone and Rosalind, for "Some of them had in them more feet than the verses would bear. But the feet were lame and could not bear themselves without the verse and therefore stood lamely in the verse."

Granting that the translations were to be the independent work of the student, does not the teacher owe it to a student who is willing to put additional time and effort on his Latin to say, "This is not verse. Try again," and to show him the necessity for a basic foot and rhythm to which he must adhere? Should not our students on completing a high-school course know the difference between verse and doggerel? If they do not learn this in the English class, should not the Latin teacher help to explain it to them?

This is especially appropriate in the case of the teacher who took enough interest to call the attention of her classes to the translation contests. Let us have the students of Latin show the other members of the English classes what good verse is.

The Horatian Spirit

It is a fine thing to be part of the Horatian Celebration. Yet why should we glory in the patriotism, ethical influence and social adjustment of Horace if we cannot feel it in our own work? Otherwise we may just as well celebrate some misanthrope who retired to seclusion in the mountains of India and had no influence on our civilization. Again and again Horace reminds us of his devotion to the common good of Rome, of the patriotism of the early Roman heroes who served the Roman commonwealth. So as teachers of Latin let us feel that we are working for the greater cause of clear thinking and cultural interests and not merely to have our school get ahead of another.

The Latin Tournament is as it were the *Pax Romana* in teaching, guaranteeing higher and equal standards to all schools whether large, or small and remote. After all, the winning of prizes for a school always has a small element of luck because in spite of other factors, in some years the ranks of Latin students are woefully lacking in material for prize winners. On the other hand, an exceptional student will be a four-year winner with little outside encouragement. Let teachers enter the Tournament to see how their work compares with that of others. If, on the other hand, some teachers feel that their work is so superior that it could not be improved by contact with others in the Tournament, let them enter by all means, meet with other teachers, and tell the less divinely gifted how they do it.

Horace in the Treasury Department

We do not know how Horace happened to receive his clerkship in the quaestor's office in 41 B.C. We suspect that his excellent education, equal to the best of his time, in some way fitted him for it. Recently the holder of an important position in one of the administrative departments at the Texas Capitol remarked in conversation that she sincerely regretted that she had not elected Latin in high-school; for she now realizes that some familiarity with Latin would have proved a great help and time-saver in her work.

READING LEAGUE

From time to time teachers have regretted the fact that they have no opportunity of reading Latin authors other than the school texts because of limited facilities in small communities. Reading clubs for Latin have existed at times in larger centers. Possibly some plan can be devised at the next meeting of the Classical Association for organizing a state reading league if enough are interested.

LATIN AND GOOD ENGLISH

We cannot maintain that Latin is an aid to good English if we allow grammatical errors in translation. Some occur so frequently that the corrector wonders whether the English language has changed since he was in school.

In *The English Bulletin, Number 13 of The University of Texas, December 1, 1930, A Study of Characteristic Errors in English Made by High-School Students Entering the University*, the following are noted as still inadmissible in good English speech and writing:

1. shall for will, should for would, and vice versa
2. like for as
3. singular distributive subjects with plural verbs
4. plural possessives referring to *each*
5. principal parts of verbs other than those in the dictionaries
6. dangling participles
7. adjectives for adverbs (Latin often uses an adjective agreeing with the subject and best translated as an adverb.)
8. a pronoun changing its person from that of the antecedent
9. the split infinitive

THE TEXAS LATIN TOURNAMENT FOR 1935-1936
 UNDER THE AUSPICES OF THE TEXAS CLASSICAL ASSOCIATION

President, D. A. Penick, Austin
 First Vice-President, Gladys Morgan, San Antonio
 Second Vice-President, J. N. Brown, Denton
 Secretary-Treasurer, Dora Flack, Dallas

Leaflet Committee

Ernestine F. Leon, W. J. Battle, Ruby Terrill Lomax, H. J. Leon

Latin Tournament Committee

Members Present at April Meeting

Mrs. J. A. Lomax, Austin; Dr. W. J. Battle, Austin; Dr. D. A. Penick, Austin; Dr. and Mrs. H. J. Leon, Austin; Sue B. Mann, State Department of Education; Lourania Miller, Dallas; Myrtille Bradford, Dallas; Agnes Edwards, Dallas; Dora Flack, Dallas; Mrs. A. J. Clopton, Dallas; Allene Gray, Cleburne; Mary Bourne, Tyler; Mettie Rodgers, Waco; Annie M. Forsgard, Waco; Edna McElroy, Waco; Elor Osborn, Waco; Mrs. R. H. Hughes, Waco; Mrs. Marian C. Butler, Waco; J. N. Brown, Denton.

TEXAS LATIN TOURNAMENT

1935

	1934	1935
Essays	142	133
Contestants	514	452
Teachers Attending	120	116
Banquets	1400	1200
Schools	107	96

CONTEST WINNERS

January Beginners

1. Lanelle Dunn, Johnston Junior High School, Houston..... 96.1
2. Helen Sanford, Highland Park, Dallas..... 95.2
3. Yvonne MaGourirk, Junior High School, Lubbock..... 94.8

First Year

1. Louis Pichard, St. James School, Port Arthur..... 99.7
2. Loftin Merrill, Junior High School, Texarkana..... 98.6
3. Watson Carlock, Junior High School, Lubbock..... 98.4

Third Term

1. James Hayes, Abilene..... 88.7
2. Charles Horan, Thomas Jefferson High School, Port Arthur..... 88.4
3. Lydia Hiegert, Technical High School, Dallas..... 86.6

Second Year

1. Richard Abernathy, North Dallas High School, Dallas..... 94.4
2. John Bieseke, Austin..... 93.5
3. Elisabeth Roberts, Borger..... 92.8

Third Year

1. Violet Alkemeyer, Eagle Pass..... 94.7
2. Louis Tobian, Forest Avenue, Dallas..... 92.4
3. Oma Ray Walker, Thomas Jefferson High School, Port Arthur..... 88.3

Fourth Year

1. Martha Jones, Temple..... 93
2. Nan Pearce, Abilene..... 92.7
3. Phyllis Hadra, North Dallas High School, Dallas..... 92.5

ESSAY WINNERS

First Year

1. Sadie Ruth Kerlin, Jacksonville
2. Charlene Barrett, Amarillo
3. Martha Ann Vaughan, Eagle Pass

Second Year

1. Rosella Riskind, Eagle Pass
2. Jessie Rae Castleberry, Quanah
3. Elisabeth Roberts, Borger

Third Year

1. Leland Auvenshine, Mount Pleasant
2. Kenneth Clark, Austin
3. Bedford Johnson, Amarillo

Fourth Year

1. Jane Hubert, Waco
2. Ruth Leinbach, Sunset High, Dallas
3. Nan Pearce, Abilene

FINANCIAL REPORT

To April 13, 1935

Receipts:

Registrations—95 at \$3.....	\$285.00
Class. Ass. for typed list .....	.75
Refunded on prizes	90.70
Balance for last year	54.17
	<hr/>
	\$430.62

Disbursements:

Stamps and cards	\$ 29.27
Printing and mimeographing	12.50
Secretary	13.30
Questions	25.69
Prizes	117.65
Bank Service	1.17
	<hr/>
	\$199.58

Balance	\$231.04
---------------	----------

MINUTES OF COMMITTEE MEETING

April 13, 1935

The content in third term should be cut to some extent and the questions simplified.

Diagramming will be omitted from tournament examinations and the statement made in the *Leaflet*.

The matter of division of words into syllables and accent shall be referred to the committee on questions.

The highest papers must be regraded before honors are announced.

Essays must be presented in the child's own handwriting.

Contest committee shall examine the content for all years, especially January beginners, first year, and third term, with a view to reducing it where necessary.

A motion was made and carried to retain Class A and B distinction in giving awards.

It was agreed that the plan of having contest papers handled as we now handle essays is not feasible.

A motion was carried to appoint a committee to investigate thoroughly the advantages and disadvantages of becoming a part of the Interscholastic League.

DORA FLACK, *Secretary,*
Texas Classical Association.

CENTERS FOR 1936

- | | |
|------------------------------------|------------------------------|
| 1. Dallas, Sunset High School..... | Chairman, Agnes Edwards |
| 2. Kilgore | Chairman, Mrs. S. L. Russell |
| 3. Lamesa | Chairman, Elizabeth Rice |
| 4. Quanah | Chairman, Inez Strong |
| 5. Waco..... | Chairman, Annie M. Forsgard |
| 6. Breckenridge..... | Chairman, Estelle Cope |
| 7. Austin, Senior High School..... | Chairman, Helen Hill |
- Chairman and center for the Houston district will be announced later.

GENERAL DIRECTIONS FOR TEACHERS

1. In 1936 there will be contests in six divisions: First year (September Beginners); January Beginners; Third Term (open to pupils who at the time of the contest are taking their third term of Latin, that is, those who are doing the first half of the second year work); Second Year; Third Year; Fourth Year.

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

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

4. No senior shall take part in a first-year contest.

5. No pupil taking third-year Latin in the latter half of his fourth year of Latin study shall take part in a third-year contest.

6. No examination shall extend beyond three and one-half hours.

7. Every possible effort shall be made to have grading done fairly. *No change* in grades may be made after results are announced.

8. Graders may be had from The University of Texas for their expenses.

9. Except those in charge, nobody, not even visiting teachers, shall be admitted to the room where graders are at work.

10. After the contest is over, papers shall not be turned over to contestants or anybody else, but all except the winning papers shall be destroyed.

11. All parts of winning papers shall be fastened together so that nothing be lost.

12. As soon as possible after the District Contest the winning papers shall be sent to Miss Dora Flack, Technical High School, Dallas, in order to determine the State winner.

13. To defray the general expenses of the tournament each contestant's school shall pay a Registration Fee of three dollars. This Registration Fee and requests for information on any tournament question should be sent to Miss Dora Flack, Technical High School, Dallas. It will greatly aid the tournament management if schools will register early. The form given below should be used.

14. On the day of the District Contest each pupil registering must pay an individual fee of one dollar to help meet the expenses of the District Contest.

15. To lighten the expenses of the entertaining Center each contestant will pay for his own lunch. In most cases lunch may be had at a low cost from the school cafeteria of the Center.

16. Each school must send its representatives to the nearest Center unless special permission is granted for a change. This rule is intended to protect the entertaining Center from being asked to house contestants for more than one night.

17. For the essay prizes one essay may be submitted by each contesting school for first, second, third, and fourth year under the following conditions:

a. Contestants may do as much reading and study as desired previous to the day of the Local Essay Contest, but the essay must be written in the presence of the teacher without help from anybody. This original manuscript is to be submitted without correction or revision.

b. Before the time of the Local Essay Contest the pupil may prepare his bibliography and a brief outline (without subdivisions, that is, main topics, not complete sentences).

c. No essay may be less than five hundred or more than one thousand words in length.

- d. Essays must be written on one side of the paper only.
- e. An assumed name is to be written at the top of each page. Neither the name of the pupil nor the name of the school is to appear on the paper.
- f. Essays are to be sent to Miss Dora Flack, Technical High School, Dallas, with keys to assumed names and must be in her hands not later than March 1, 1936.
- g. A student may enter the Essay Contest regardless of whether he represents the school in the Latin Contest.
- h. The essay subjects for 1935-1936 are as follows:

ESSAY SUBJECTS

1936

First Year

- 1. Lingua Mortua?
- 2. Sanitation in Rome.
- 3. A Roman Schoolboy.
- 4. Along the Appian Way (a travel adventure).

Second Year

- 1. The Founding of Rome.
- 2. My Own Language As I Have Discovered It Through Latin.
- 3. A dramatization of one of the early Roman hero stories.
- 4. Conquests of Gaul and of Texas (a parallel).

Third Year

- 1. The Noblest Roman of Them All (the ideal citizen).
- 2. It Has Happened Before (parallels).
- 3. Mare Nostrum (in the days of Cicero).
- 4. The Roman Criminal (might we call him "The Public Enemy in Rome"?)

Fourth Year

- 1. A Reincarnation (Mussolini).
- 2. Why Has the Aeneid Interested Readers for Two Thousand Years?
- 3. Ancient Marbles and Their Uses.
- 4. The Aeneid Countries Today.

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

PRELIMINARY REGISTRATION SHEET TO BE SUBMITTED BY MARCH 15, 1936

Miss Dora Flack, State Chairman for Latin Tournament,
 Technical High School, Dallas, Texas.

Enclosed find \$3 to enroll School
 in the Latin Tournament of April, 1936.

The most convenient center for us is

We expect representation as follows:

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

Teacher

School

Date

CONTENT REPORT

Myrtillie Bradfield, Lavinia Rawlins, Lourania Miller

In accordance with requests from a number of teachers, the page limits in most cases have been reduced. There will be noted a decided shifting of syntax and forms in an effort to relieve tension on the part of both pupil and teacher. The primary object of the Tournament is to bring about better classroom teaching—not to win cups and other honors. This primary purpose is defeated when it is found necessary to coach individual pupils either before or after the school contestants have been chosen. The committee believes the rearrangement of material ought to remove altogether tension and the temptation to spend much time in coaching.

In all divisions derivation work should be stressed. Diagramming will be omitted from all Tournament tests. In no division will pupils be asked to divide words into syllables and accent them. But they will be expected to mark long vowels of inflectional endings and of the present infinitive characteristic long vowel. In all tests there will be some translation of English into Latin.

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

In classroom work Roman life and customs and classical mythology ought to find as great a place as possible. No richer source material can be found to help the pupil appreciate the world in which we live today. But the textbook lack of common subject matter and the lack of library books for collateral reading make it impractical to include such subjects in Tournament tests. If teachers are interested, perhaps some help may be secured from the University Package Loan Library—at least for subjects assigned for essays.

Teachers are asked to note especially the content for Third Term and Second Year. At first glance it seems heavy. But if the First Year book has been thoroughly covered, nearly all that is new is the subjunctive and its uses. All the Second Year books begin with a review of forms and cases supposed to have been mastered in the first year. The number of subjunctives allowed on the test has been cut in half. By the end of the second year the pupil should have had enough real foundation in fundamental Latin principles to enable him to look forward to other years of Latin without fear. Therefore, the committee thinks it best not to change materially the syntax for the second year because it constitutes a minimum of what the pupil should know at the beginning of the third year.

January Beginners:

Penick-Procter, First Book	pages 1- 72
Gray-Jenkins, First Book	pages 15 and 17 in App.—pages 1-128
Ullman-Henry, First Book	pages 1- 79
Magoffin-Henry, First Book	pages 1-106
Pearson-Lawrence-Raynor, First Book	pages 1-129

Pupils will be held responsible for: —

I. The January Beginners vocabulary.

II. Forms:

1. Nouns of the first and second declensions.
2. Adjectives of the first and second declensions.
3. Present infinitive active of the first conjugation.
4. Present infinitive active of the second conjugation.
5. Present indicative active of the first conjugation.
6. Present indicative active of five second conjugation verbs.
7. Present infinitive active of *do*.
Present indicative active of *do*.
8. Present tense of *sum*.
9. Pupils will *not* be expected to inflect *unus, duo, tres*, but they will be expected to know the numerals *unus—decem* and to use them for derivatives.

- III. Cases:
1. Nominative: subject and predicate noun and adjective.
 2. Genitive: possession.
 3. Accusative: direct object and object of certain prepositions.
 4. Ablative: object of certain prepositions.
- IV. Derivations, word-analysis, word-building, sentences. See introductory paragraph.
- V. Agreement of verb with subject and adjectives with nouns.
- VI. Complete identification of forms. For a noun or adjective: case and number; for a verb: tense, mood, voice, person, number.
- VII. Translation of English into Latin and Latin into English.
- VIII. Simple syntax questions (nouns and adjectives).

Caution:

1. To explain the syntax of a noun or adjective simply means to tell the case and number and to tell why the case is used. For example: in *scholā*—ablative singular; object of preposition *in*, denoting place where.
2. Because of great diversity of reading matter found in the five texts, no prepared passage can be offered for translation.

First Year:

Penick-Procter, First Book—sections 483 and 505	pages 1-210
Gray-Jenkins, First Book	pages 1-310
Ullman-Henry, First Book	pages 1-256
Magoffin-Henry, First Book—Lessons 67 and 75	pages 1-250
Pearson-Lawrence-Raynor, First Book	pages 1-286

Pupils will be held responsible for:

- I. Forms, syntax, and vocabulary for January Beginners.
 - II. The First Year vocabulary.
 - III. Forms:
 1. Principal parts of the verbs in the lists.
 2. Six tenses of the indicative, both active and passive.
 3. Six tenses of the indicative: *do, sum, adsum*.
 4. Present infinitive, both active and passive.
 5. Third declension nouns.
 6. Personal pronouns: *ego, tu*.
 7. Possessive adjectives: *meus, tuus, noster, vester, suus*.
 - IV. New cases:
 1. Accusative: Place to which with *ad, in*.
 2. Ablative: Means, Personal agent, Accompaniment, Place from with *ab, de, ex*. Place where with *in*.
 - V. Apposition.
 - VI. Derivation, word-analysis, word-building, sentences.
 - VII. Questions introduced by *ne, nonne, ubi, cur*.
 - VIII. Identification of forms, translation, syntax.
- N.B. read carefully the cautions for January Beginners.

Third Term:

Penick-Procter, Second Book—App., section 67	pages 1- 56
Gray-Jenkins, Second Book	pages 1-188
Ullman-Henry, Second Book	pages 1-106
Berry-Lee, Second Book—sections 517 and 524	pages 1- 54
Pearson-Lawrence, Second Book—pages 114 and 115— App. 44, 1 and 45	pages 1- 90

Pupils will be held responsible for:

- I. Syntax, forms, vocabularies for both January Beginners and First Year.
- II. Vocabulary for Third Term.
- III. Forms:
 1. Third declension adjectives.
 2. Formation of adverbs.
 3. Comparison of both adjectives and adverbs.
 4. Fourth and fifth declensions.

5. Infinitives and participles, all tenses, both active and passive.
6. Subjunctive, all tenses, both active and passive.
7. *Possum, eo, fio, fero.*
8. *Hic, ille, is, idem, ipse, qui, quis*, interrogative adjective.

IV. Law of sequence.

V. Cases:

1. Genitive: Description.
2. Dative: with adjectives and special intransitive verbs.
3. Accusative: subject of infinitive, Extent.
4. Ablative: Time, Description, Specification, Ablative Absolute.

VI. Indirect statement without dependent clause.

VII. Uses of the Subjunctive:

1. Purpose: *ut, ne.*
2. Result: *ut, ut non.*
3. Independent Volitive (hortatory, jussive or "Let" subjunctive).

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

IX. Identification of forms, translation, syntax.

- N.B. 1. When explaining the syntax of a verb form, tell tense, mode, and reason. For example: *ut—veniret. Veniret*—imperfect subjunctive: purpose.
2. Read carefully the cautions for January Beginners.

Second Year:

1. An outline for this division is hardest of all to make. Yet, except for new uses of the subjunctive, there is little that has not been studied already in the other divisions.

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

3. The usual word list based on Caesar is given in this *Leaflet*. Most of the words have already been required in the lists for January Beginners, First Year, and Third Term. Of those left many have been met with in required lists in the various state-adopted texts.

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

5. The translation passage will be a simple short story written in Caesar's style. Caesar vocabulary will be used. The question-maker will bear in mind that the school term will not have been finished and will try to keep the passage in the range of the pupil's ability.

6. Forms:

- a. Old forms should not be neglected.
- b. The nine irregular adjectives with genitive in *ius*.
- c. Deponent verbs.
- d. Gerund, gerundive, supines.

7. Important syntax (old and new):

- a. Genitive: Partitive (Whole).
- b. Dative: Agent, Purpose, Reference, Possession, with compound verbs.
- c. *Licet, oportet.*
- d. Uses of gerund, gerundive and supines.
- e. Subjunctive: Dependent on a verb of saying and thinking, indirect question, *cum* clauses (circumstantial, causal, adversative), relative clause of purpose, subjunctive depending on a verb of fearing.

Third Year:

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

Fourth Year:

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

Aeneid, Book I, 1- 7
 33
 198-207
 437
 461-462
 607-610
 630

Book II, 49
 324-327
 354

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 based on Bennett's *Composition*, Senior Review Section, Lessons I-XX.

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

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

WORD LISTS

Lists for January Beginners, First Year, and Third Term were compiled by the committee on content. Lists for Second, Third, and Fourth Year are those furnished by the College Entrance Examination Board, with the words rearranged according to their occurrence in Caesar, Cicero, and Virgil. Because of different texts used in the State, it is essential that pupils master these specified words. Choose the list which fits your classification. With these lists as bases, give particular study to word-building, word-analysis, and derivatives. For verbs, learn principal parts and meanings; for nouns, nominative and genitive cases, gender, and meaning; for adjectives and adverbs, meaning and comparison; for prepositions, case required. Derivatives

must be used in sentences. Obsolete words will not be accepted as derivatives. Give special attention to word-building, word-analysis, derivatives, pronunciation, and vowel markings.

WORD STUDY

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

NOUN SUFFIXES

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

ADJECTIVE SUFFIXES

- I. Added to NOUN stems.
 - a. Meaning *full of*
 - (1) *ōsus* (English *ose*, *ous*).
 - (2) *lentus* (English *lent*).
 - b. Meaning *made of*

cus (English equivalent often *y*).
 - c. Meaning *pertaining to*, or *connected with*
 - (1) *ālis* (English *al*).
 - (2) *ānus* (English *an*).
 - (3) *āris* (English *ar*).
 - (4) *ārius* (English *ary*).
 - (5) *ēnsis* (English equivalent often *ian*).
 - (6) *īlis* (English *ile* and *il*).
 - (7) *īcus* (English *ic*).
 - (8) *īnus* (English *ine*).
 - (9) *ius* (English *y*).

II. Added to VERB stems.

- a. Meaning *a state or a settled condition* idus (English *id*).
 b. Meaning *a tendency* āx (English *acious*).
 c. Meaning *able, capable of being, sometimes capable of doing*
 (1) *ilis* (English *ile*).
 (2) *abilis* (English *able*) and *ibilis* (English *ible*).
 (3) *tilis* (English *tile*).

WORD LISTS

JANUARY BEGINNERS

NOUNS

First Declension

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

Second Declension

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

ADJECTIVES

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

NUMERALS

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

VERBS

First Conjugation

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

Second Conjugation

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

Irregular

1. dō	give	2. sum	be, am
-------	------	--------	--------

PREPOSITIONS

With Ablative

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

With Accusative

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

CONJUNCTIONS

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

ADVERBS

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

FIRST YEAR

NOUNS

First Declension

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

Second Declension

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

Third Declension

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

ADJECTIVES

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

PRONOUNS

1. ego	I	} in singular and plural
2. tū	you	

VERBS

First Conjugation

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

Second Conjugation

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

Third Conjugation

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

Irregular Verbs

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

PREPOSITIONS

With Ablative

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

With Accusative

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

CONJUNCTIONS

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

ADVERBS

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

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

THIRD TERM

NOUNS

First Declension

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

Second Declension

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

Third Declension

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

Fourth Declension

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

Fifth Declension

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

PRONOUNS

1. qui	who, which, that	5. hic	this
2. idem	the same	6. ille	that
3. ipse	self, the very	7. is	this, that, he, she, it
4. quis	who, (interrogative)		

ADJECTIVES

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

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

VERBS

First Conjugation

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

Second Conjugation

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

Third Conjugation

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

*Third Conjugation*verbs in *io*

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

Fourth Conjugation

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

Irregular

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

PREPOSITIONS

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

CONJUNCTIONS

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

ADVERBS

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

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.

CÆSAR, GALLIC WAR, BOOK I

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

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

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

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

CÆSAR, GALLIC WAR, BOOK II

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

COLLEGE ENTRANCE WORD LIST—THIRD YEAR

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

CICERO, AGAINST CATILINE I

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

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

CICERO, AGAINST CATILINE III

1. coniunx	adsiduus	14. fidēlis
domicilium	6. exigō	collēga
pulcher	comitātus	praetūra
hodiernus	7. frequēns	colōnus
ergā	8. aedēs	sānō
flamma	indicō, -āre	15. supplicātiō
2. inlūstris	9. fātum	pūniō
profectō	virgō	16. temeritās
condō	10. tabella	aptus
benevolentia	legō, -ere	17. cervix
dēlūbrum	recitō	dēnūntiō
3. manifestus	dēbilitō	furtum
salvus	imāgō	palam
verbum	amō	quoad
restō	11. dēmēns	nūtus
4. optō	ingenium	18. hūmānus
5. hesternus	13. argūmentum	occidō
villa	intueor	

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

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. cano	60. spēlunca	142. citus
4. superi	āter	tumeō (tumidus)
saevus	63. habēna	147. rota
memor	66. mulceō	149. saeviō
8. laedō	flūctus	150. volō, -āre
9. -ve	69. puppis	152. sileō
rēgīna	71. nymp̄ha	arrigō
volvō	73. cōnūbium	astō
10. īnsignis	75. prōlēs	155. genitor
14. dives	79. epulae	161. sinus
asper	81. cavus	scindō
17. currus	cuspis	162. rūpēs
18. foveō	82. velut	geminus
19. progeniēs	88. subitus	164. coruscus
20. ōlim	90. polus	165. horreō
21. superbus	micō	nemus
27. spernō	aether	immineō
29. accendō	92. extemplō	umbra
super	membrum	167. intus
aequor	93. duplex	169. uncus, a, um
31. arceō	sīdus	morsus
33. mōlēs	palma	173. artus
34. tellūs	94. ter	175. folium
35. vēlum	99. ingēns	179. torreō
spūma	100. unda	184. cervus
sāl	101. galea	185. armentum
36. pectus	102. strīdeō	186. pāscō
40. pontus	103. feriō	187. arcus
41. furia	104. prōra	190. sternō
42. nūbēs	106. pendeō	191. turba
43. ratis	107. harēna	193. hūrus
45. turbō, -inis	108. torqueō	196. hērōs
scopulus	112. cingō	198. ignārus
acuō	113. fidus	200. rabiēs
46. dīvus	114. vertex	sonō
50. cor	115. prōnus	202. maestus
51. nimbus	118. appāreō	210. daps
52. vāstus	nō	211. viscus
antrum	gurges	212. secō
53. luctor	123. imber	tremō
56. fremō	126. stāgnum	213. aēnus
celsus	129. ruīna	214. herba
57. scēptrum	130. dolus	215. pinguis
58. nī	131. for	216. mēnsa
59. aura	138. pelagus	221. gemō

228. tristis	357. celerō	449. foris
niteō	359. ignōtus	589. decōrus
230. fulmen	pondus	590. iuventa
232. fūnus	364. fēmina	592. ebur
239. sōlor	366. surgō	flāvus
244. fōns	367. solum, -i	597. miseror
246. arvum	388. carpō	602. spargō
256. osculum	389. limen	604. cōsciū
libō	392. augurium	607. fluvius
259. sublīmis	394. āles	611. laevus
263. ferōx	399. pūbēs	626. stirps
267. cognōmen	404. spīrō	629. dēmum
273. dōnec	406. agnōscō	634. taurus
275. lupus (lupa)	412. amictus	648. rigeō
fulvus	417. caleō	651. hymenaeus
278. meta	sertum	654. collum
280. fatīgō	425. sulcus	655. corōna
286. origō	429. decus	658. faciēs
287. astrum	478. pulvis	cupīdō
291. saeculum	hasta	660. os, ossis
292. cānus	480. crinis	implicō
293. dīrus	pandō	662. ūrō
295. vinciō	481. tundō	672. cessō
296. nōdus	489. niger	681. sacrō
297. gignō	495. stupeō	684. induō
300. āer	497. caterva	685. gremium
301. āla	499. chorus	690. exuō
306. almus	500. glomerō	693. mollis
312. gradior	513. obstipēscō	694. flōs
comitor	531. ūber (subst.)	701. famulus
314. obvius	541. cieō	702. tondeō
317. volucer	552. aptō	704. struō
318. umerus	stringō	708. torus
suspendō	557. fretum	pingō
319. coma	580. dūdum	724. crātēr
320. genū	581. compellō, āre	729. patera
321. iuvenis	453. lūstrō	731. hospes
323. pharetra	458. ambō	738. hauriō
325. ōrdior	461. ēn	742. lūna
335. dignor	473. bibō	743. pecus, -udis
341. germānus	436. ferveō	745. properō
349. aurum	438. suspiciō, -ere	tingō (tinguō)
caecus	441. lūcus	747. plausus
352. vānus	447. dōnum	751. Aurōra
lūdō	448. nectō	

AENEID, BOOK II

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

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

ÆNEID, BOOK III

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

ÆNEID, BOOK IV

18. taeda	128. rīdeō	294. ōcior
26. pallescō	133. cūctor	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. hīō	881. fodīō

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.

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.

Lockwood, Dean Putnam, *Survey of Classical Roman Literature*, 2 vols. Prentice-Hall, 1934. Latin texts with commentary.

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

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

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

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

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

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

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

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

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

Virgil.

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

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

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

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

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

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

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

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

Roman Life.

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

Davis, W. S., *A Day in Old Rome*, Allyn and Bacon, 1925. Readable.

Fowler, W. W., *Social Life at Rome in the Age of Cicero*, The Macmillan Co., 1909. By a master of his subject.

Abbott, F. F., *Society and Politics in Ancient Rome*, C. Scribner's Sons, 1909. Clear and scholarly.

Smith, Sir William, *A Smaller Classical Dictionary*, edited by E. H. 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., 1922. Wonderfully interesting.

Trench, R. C., *On the Study of Words*. Many editions. An old but still fascinating series of lectures.

Greenough, J. B., and Kittredge, G. L., *Words and Their Ways in English Speech*, The Macmillan Co., 1901. A scholarly and extended treatment.

Weekley, E., *A Concise Etymological Dictionary of Modern English*, E. P. Dutton and Co., 1924. Inexpensive and good.

Skeat, W. W., *An Etymological Dictionary of the English Language*, The Macmillan Co., 1884. An old standby, very useful.

Fowler, H. W., and Fowler, F. G., *The Concise Oxford Dictionary of Current English*, Clarendon Press, 1929. A remarkably sane and clear work, extremely low in price.

Johnson, E. L., *Latin Words of Common English*, D. C. Heath and Co., 1931.

Webster's *New International Dictionary of the English Language*, G. & C. Merriman Co., Springfield, Mass., last complete revision in 1934. A monumental work that every school ought to own. and every student who can afford it.

Why Study Latin?

The American Classical League, New York University, University Heights, New York City, issues a useful series of pamphlets on the subject. A list may be had free. They are all cheap. A few are listed here.

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

Short Statements, American Classical League.

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

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

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

THE TOURNAMENT QUESTIONS OF 1935

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.

TEXAS LATIN TOURNAMENT—MARCH 30, 1935: FIRST TERM

JANUARY BEGINNERS, 1935

Put your Identification Number on each sheet.

Hand in your answer to each question *as soon as you finish it*.

QUESTION I—Value 5

Divide into syllables and mark the place of accent:
provincia, laboras, captivos, periculum, amamini
(Sample: ha/bē/mus)

QUESTION II—Value 15

Decline each of the following expressions in the number given and translate the nominative:

dona pulchra, primus servus, nautae validi, telum longum, patria mea

QUESTION III—Value 10

Name and give the meaning of the Latin word from which each of the following is derived, and use the English word in a sentence to show its meaning:

oculist, innumerable, lunar, filial, remote

QUESTION IV—Value 10

State the meaning of each of the following words, give an English derivative of each, and use the derivative in a sentence:

decem, pugno, malus, monstro, murus

QUESTION V—Value 10

Conjugate *moveo* in the present active and *voco* in the present passive, indicating the place of the accent and marking the long vowels.

QUESTION VI—Value 25

Translate into English and explain the case of each italicized word:

1. Ad insulam nāvigāmus ubi multī incolae Britanniae habitant.
2. Vidēminī, miserī servī, in agrīs lātīs malī *dominī* laborāre.
3. Nunc *filio* reginae novam togam mōnstrāre properātis.
4. Praemia magnae victoriae saepe sunt *captivi*, arma, tēla, signa.
5. Magna cōpia frūmentī ā *fēminis* et puellis portātur quod virī et puerī propter longum *bellum* in novā terrā sunt.

QUESTION VII—Value 25

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

1. The long letters are given to the weary messenger by Cornelia, the beautiful daughter of the famous teacher.
2. With the trumpet they always call the strong boys from the woods to the new camp where they remain.
3. Today we do not work, but look at the woods and farmhouses out of the window.
4. Why do you (singular) not praise the poet because he tells stories well?
5. My new friend dwells across the road in a small cottage.

TEXAS LATIN TOURNAMENT—MARCH 30, 1935: FIRST YEAR

SEPTEMBER BEGINNERS

Put your Identification Number on each sheet.

Hand in your answer to each question *as soon as you finish it*.

QUESTION I—Value 10

Part 1 (Value 5). Mark long quantities, divide into syllables, and accent: agricolarum, laudas, dare, diligentia, videbimus

(Example: op/pug/ná/mus)

Part 2 (Value 5). Give the meaning and one English derivative for each Latin word; then use the derivative in an English sentence:

pater, amicus, mitto, peto, pecunia

(Example: porto—carry. A portable typewriter is a great convenience.)

QUESTION II—Value 10

Decline, marking all long quantities, the Latin for good farmer, beautiful sea

QUESTION III—Value 15

Give the principal parts, marking all long quantities, of the Latin verbs for

send, give, work, order, conquer, wage, see, say, warn, prepare

QUESTION IV—Value 15

Translate each Latin verb and give its tense, voice, person, and number:

vidēmur, rēxit, geret, habet, mitteris, laudāberis, dūcunt, posuērunt, visa erat, dēfendēmus.

(Example: rogābō—I shall ask—future, active, first singular.)

QUESTION V—Value 25

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

1. In the wide fields, I saw the tired horses of Marcus, the farmer.
2. The messenger had hastened out of the town to the farmhouse of (his) sick son.
3. Shall we not give beautiful gifts to our friends?
4. The haughty queen was not loved by the servants because she was unfriendly to them.
5. Whose (plur.) books did those boys have?

QUESTION VI—Value 25

Translate into English, naming and explaining the case of each italicized word:

1. Eae copiae *telīs* urbem suam fortiter defendere debent.
2. Amicos eōrum in magnā *urbe* saepe vidimus.

3. Qui consul cum *equitibus* oppidum hostium oppugnābat?
4. Villa poetae clari ā *nobis* visa est.
5. Pater tuus *mihī* et tibi fabulās gratās dē patriā legēbat.

TEXAS LATIN TOURNAMENT—MARCH 30, 1935: THIRD TERM

BEGUN JANUARY, 1934

Put your Identification Number on each sheet.
Hand in your answer to each question *as soon as you finish it.*

QUESTION I—Value 15

Decline the following expressions in the number indicated, marking long vowels and giving English meaning of the nominative:

1. *spes brevis*, in the singular.
2. *opus difficile*, in the plural
3. *alter impetus*, in the singular
4. *custōs fidelis*, in the plural
5. *ipsa mulier*, in the singular

QUESTION II—Value 5

Write the comparison of the following adjectives and of their corresponding adverbs:

pulcher, facilis, acer, brevis, prudens

QUESTION III—Value 15

Translate each of the following verbs, give the form called for, and mark the long vowels:

1. *audiō*, imperfect indicative passive, second singular.
2. *fugiō*, pres. act. participle, masc. sing. accus.
3. *pāreō*, pres. subj. act., third plu.
4. *proficiscor*, imperf. indic., first plu.
5. *praestō*, fut. perf. indic. act., third plu.
6. *dīvidō*, imperf. subj. pass., second plu.
7. *vīvō*, pluperf. indic. act., first sing.
8. *fiō*, fut. indic. act., second sing.
9. *cōgō*, perf. subj. act., first plu.
10. *dēbeō*, imperf. subj. act., second sing.
11. *trādō*, perf. indic. pass., third plu.
12. *ūvō*, perf. indic. act., first plu.
13. *absum*, fut. indic., second plu.
14. *maneō*, pluperf. subj. act., second plu.
15. *parō*, fut. act. infinitive

QUESTION IV—Value 10

Part 1. Give an English derivative for each of the following Latin words and use the English derivative in a sentence:

audax, capio, pes, initium, credo

Part 2. Give the Latin word from which each of the following English words is derived, define the Latin word, and use the English derivative in a sentence:

arbitration, translucent, alacrity, utilitarian, repulsion

QUESTION V—Value 25

Translate into English: (Medea elopes with Jason)

Ubi rex scīvit *Iasōnem* labōrem difficilem fēcisse, multum commōtus est; nam id intellegēbat per perfidiam *factum esse*. Medēa, cum *intellegeret* sē in magnō periculō futūrā esse si in patriā suā mansisset, *fugā* salūtem *petere* cupiuit. Itaque omnibus rebus ad fugam *parātis* mediā nocte cum *fratre* profecta est, et celeritē ad litus iit ubi navis fuit. Cum ad navem

vēnisset, ad pedēs Iasōnis sē iēcit et multā cum vī ab eō petivit nē mulierem *relinqueret* quae eī auxilium tulisset. Ille quod memoriā tenēbat sē per eius auxilium ē magnō periculō liberātum esse, libenter eam accēpit et sē eam in navī suā eductūrum esse pollicitus est.

QUESTION VI—Value 10

Explain the syntax of the ten underlined words in the passage above. As an *alternative*, you may diagram the first three sentences (ubi rex . . . navis fuit), labeling on the diagram the constructions of the underlined words in these sentences.

QUESTION VII—Value 20

Translate into Latin, marking long vowels in inflectional and final syllables:

1. When children are good for a long time, they are praised on all sides.
2. The wounds of the lieutenants were so severe (heavy) that the leader was afraid.
3. Let us warn our friends that they may not lose the arms which are in their ship.
4. Can we ask your brother why his friends did not obey the king?

TEXAS LATIN TOURNAMENT—MARCH 30, 1935: SECOND YEAR

Put your Identification Number on each sheet.

Hand in your answer to each question *as soon as you finish it*.

QUESTION I—Value 20

Translate into English:

The Faithful Standard-bearer

(Note: Since the Roman military standard was commonly in the form of an eagle, it was called *aquila*, which means "eagle.")

In eo proelio cum gravi vulnere adfectus esset aquilifer et iam viribus deficeretur, conspicatus equites nostros, "Hanc aquilam," inquit (he said), "et vivus (alive) multos per annos magna diligentia defendi et nunc moriens eadem fide Caesari reddo. Nolite pati, quod antea in exercitu Caesaris non accidit, ut tanta calamitas admittatur, tutamque hanc aquilam ad eum deferre." Ita aquila conservata est, omnibus primae cohortis centurionibus interfectis praeter unum.

QUESTION II—Value 10

Answer EITHER (a) OR (b); not both.

- (a) In the passage of Question I explain the syntax of *vulnere*, *deficeretur*, *fide*, *pati*, *quod*, *admittatur*, *interfectis*.
- (b) Diagram the first sentence (In eo proelio . . . reddo).

QUESTION III (Value 20)

The forms in the following are taken from the passage in Question I.

1. Write the principal parts of *defendi*, *moriens*, *reddo*.
2. Give all the participles of *pati*.
3. Give all the infinitives of *admittatur*.
4. Conjugate the imperfect subjunctive of *moriens*.
5. Write the comparison of *multos*.
6. Decline *fide* in the singular, *exercitu* in the plural, *omnibus* in the neuter singular.

QUESTION IV—Value 10

Part 1. Give an English derivative from each of the following Latin words and use the derivative in a sentence which will clearly show its meaning:
 rogo, ignis, intellego, ostendo, potens

Part 2. Give the Latin word from which each of the following words is derived and use the English word in a sentence clearly showing its meaning:

incendiary, jussive, repulse, debit, corpuscle.

QUESTION V—Value 20

Do not translate the following passage, but read it carefully and answer in complete English *sentences* the questions set below:

Caesar's Conquests

Omnem Galliam, quae Pyrenaeis Alpibusque et Monte Cebenna, fluminibus Rheno ac Rhodano continetur, patetque multa milia passuum praeter socias (adjective) ac bene meritas civitates, in provinciae formam redegit, eique permultam pecuniam in singulos annos stipendii (taxes) nomine imposuit. Germanos qui trans Rhenum incolunt primus Romanorum ponte facto adgressus maximis adfecit caedibus; adgressus est Britannos quoque, non antea cognitos, eisque superatis pecunias et obsides imperavit. Per tantos successus tres solum adversos casus passus est: in Britannia classe vi tempestatis paene amissa et in Gallia ad (near) Gergoviam legione victa et in Germanorum finibus Titurio et Aurunculeio legatis per insidias caesis.

1. What are given here as the boundaries of Gaul?
2. What was already the relation of some of these states to Rome?
3. How did Caesar reorganize Gaul?
4. How often were taxes paid?
5. Who was the first Roman to enter Germany?
6. What was his means of entrance?
7. What other nation did he visit?
8. How did he make this nation acknowledge the overlordship of Rome?
9. What three disasters did his forces suffer?

QUESTION VI—Value 20

Translate into Latin:

1. This chief, a man of great influence among the Gauls, reported that they had lost all hope of capturing the city.
2. The camp must be left by the Romans since the enemy have set out to attack the neighboring town.
3. We shall fight so bravely that our allies will use our help more often.
4. Let them obey the leader and return home.

TEXAS LATIN TOURNAMENT—MARCH 30, 1935: THIRD YEAR

Put your Identification Number on each sheet.

Hand in your answer to each question *as soon as you finish it*.

QUESTION I—Value 20

Translate:

- (a) Venisti paulo ante in senatum. Quis te ex hac tanta frequentia, tot ex tuis amicis ac necessariis salutavit? Si hoc post hominum memoriam contigit nemini, vocis expectas contumeliam, cum sis gravissimo iudicio taciturnitatis oppressus? Quid? quod adventu tuo ista subsellia vacuefacta sunt, quod omnes consulares qui tibi persaepe ad caedem constituti fuerunt, simul atque adsedisti, partem istam subselliorum nudam atque inanem reliquerunt, quo tandem animo tibi ferendum putas?
- (b) Quod si Catilina in urbe ad hanc diem remansisset, quamquam, quoad fuit, omnibus eius consiliis occurri atque obst ti, tamen, ut levissime dicam, dimicandum nobis cum illo fuisset, neque nos umquam, cum ille in urbe hostis esset, tantis periculis rem publicam tanta pace, tanto otio, tanto silentio liberassemus.

QUESTION II—Value 10

Part 1. Value 6. In the preceding translations explain the syntax of the following:

paulo, hominum, ferendum, dicam, nobis, liberassemus

Part 2. Value 4.

- a. Under what circumstances was the third speech against Catiline delivered?
- b. Tell how Cicero got his most effective evidence against Catiline.

QUESTION III—Value 20

Questions on forms:

- a. Decline: *gravis* in singular and plural neuter
nullus in singular feminine
nos in singular
impetus in plural
- b. Give the principal parts of *fateor*, *refero*, *progredior*, *augeo*, *desino*, and mark the place of the accent on each part.
- c. Conjugate: *audio* in the imperfect subjunctive passive
fero in the present indicative active
do in the future perfect indicative active
eo in the present subjunctive
mitto in the future indicative passive
- d. Identify the following forms: (Tell from what verb, giving tense, mood, voice, and, where possible, the person and number, or the case and number.)
dūcentī, cēpī, rapī, audiendīs, hortāre

QUESTION IV—Value 20

Translate at sight: (Cicero describes the city of Syracuse, which the corrupt governor, Verres, had plundered.)

Ea tanta est urbs, ut ex quattuor urbibus maximis constare dicatur; quarum una est ea quam dixi Insula, in quā domus est quae Hieronis regis fuit, quā praetores uti solent. In eā sunt aedes sacrae complures, sed duae quae longe ceteris antecellant, Dianae, et altera, quae fuit ante istius (*i.e.* Verres) adventum ornatissima, Minervae. In hāc insulā extremā est fons aquae dulcis, cui nomen Arethusa est, incredibili magnitudine, plenissimus piscium. Altera autem est urbs Syracusis, cui nomen Achradina est; in quā forum maximum, amplissima est curia templumque egregium Iovis Olympii. Tertia est urbs quae, quod in eā parte Fortunae fanum (shrine) antiquum fuit, Tycha nominata est; in quā gymnasium amplissimum est et complures aedes sacrae, coliturque ea pars et habitatur frequentissime. Quarta autem est quae Neapolis nominatur; ibi theatrum maximum, praeterea duo templa sunt egregia, Cereris unum, alterum Liberae signumque Apollinis, pulcherrimum et maximum; quod iste si portare potuisset, non dubitasset auferre.

QUESTION V—Value 10

Questions on background:

Part 1.

- a. When and where was Cicero born?
- b. When and under what circumstances did Cicero die?
- c. Identify the three members of Cicero's immediate family.
- d. Name three fields of literature in which Cicero distinguished himself.

Part 2.

Who or what were the following:

Virgines Vestales, fasces, novus homo, Capitolium, Pompeius.

QUESTION VI—Value 20

Write in Latin: (Some of the words may be found in Question I.)

- a. Cicero told the senate that he hated Catiline and had driven him out of Rome.
- b. The senators were afraid that the conspirators would remain in the city all night.
- c. The consul's friends were so moved by hatred of Catiline that they left the benches empty when he sat.
- d. Catiline, Catiline, begone from this city and never again come before my eyes.

TEXAS LATIN TOURNAMENT—MARCH 30, 1935: FOURTH YEAR

Put your Identification Number on each sheet.

Hand in your answer to each question *as soon as you finish it*.

QUESTION I—Value 15

Translate:

- (a) Si genus humanum et mortalia temnitis arma,
at sperate deos memores fandi atque nefandi.
Rex erat Aeneas nobis, quo iustior alter
nec pietate fuit, nec bello maior et armis.
Quem si fata virum servant, si vescitur aura
aetheria neque adhuc crudelibus occubat umbris,
non metus, officio nec te certasse priorem
paeniteat.
- (b) Nos pavidi trepidare metu crinemque flagrantem
excutere et sanctos restinguere fontibus ignis.
At pater Anchises oculos ad sidera laetus
extulit et caelo palmas cum voce tetendit:
"Iuppiter omnipotens, precibus si flecteris ullis,
aspice nos, hoc tantum, et, si pietate meremur,
da deinde augurium, pater, atque haec omina firma."

QUESTION II—Value 20

Part 1. Value 6. Take EITHER (a) or (b); not both.

- (a) Diagram: Quem si fata virum servant, si vescitur aura aetheria
neque adhuc crudelibus occubat umbris, non metus est.
- (b) Construe the following words from the passages of Question I:
fandi, quo, pietate, aura, certasse, paeniteat.

Part 2. Value 14. Forms. (The words are taken from Question I.)

1. Decline in full: sidera, nos.
2. Give the genitives singular and plural: metu, fontibus, ullis.
3. Conjugate in the given tense and mood: vescitur.
4. Give the principal parts: extulit, aspice.
5. Compare these adjectives and their corresponding adverbs: iustior, crudelibus.

QUESTION III—Value 10

Part 1. Give clearly the settings of the two passages in Question I.

Part 2. Copy and write the scansion of the first two lines and the last two lines of passage (b) in Question I.

QUESTION IV—Value 5

With reference to Virgil's life and works give the significance of (identify) each of the following in a sentence:

- Maecenas, Eclogues, Iliad, Pollio, Mantua, Horace, pietas, Naples, 70 B.C., Augustus.

QUESTION V—Value 10

Part 1. Write a sentence identifying each of the following:

Iulus, Pyrrhus, Aeolus, Dardanides, Cassandra

Part 2. a. Quote the four Latin lines beginning *Per varios casus*.

b. Give the setting of this passage.

c. Quote from Tennyson's "To Virgil" the closing stanza, which begins, "I salute thee."

QUESTION VI—Value 15

Translate at sight: Aeneas proclaims a memorial festival on the anniversary of his father's death.)

Postera cum primo stellas Oriente fugarat

clara dies, socios in coetum litore ab omni
advocat Aeneas tumulique ex aggere fatur:

"Dardanidae magni, genus alto a sanguine divum,

annuus exactis completur mensibus orbis,

ex quo reliquias divinique ossa parentis
condidimus terra maestasque sacravimus aras.

Iamque dies, nisi fallor, adest, quem semper acerbum,

semper honoratum (sic di voluistis) habebo.

Hints: primo Oriente = early dawn coetus = assembly

exactis = passed, completed

QUESTION VII—Value 15

Write in Latin: (The passages set for translation in Question I will suggest part of the vocabulary needed.)

1. The messenger informed the queen that there had been no king greater in war than Aeneas.
2. He begged that, even if she disregarded men, she should be mindful of gods.
3. With eyes uplifted let us hold out our hands until Jupiter gives us an omen.

QUESTION VIII—Value 10

Part 1. Give an English derivative of the following and illustrate each with an English sentence which will show that you understand the meaning: pectus, temno, umbra, ignis, flecto

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

stagnate, remorse, precipitous, vertical, nepotism

