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# 13 Recommendations for the Teaching of Elementary Latin at the Collegiate Level

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# **13 Recommendations for the Teaching of Elementary Latin at the Collegiate Level**

A thesis submitted in partial fulfillment of the requirement  
for the degree of Bachelor of Arts in Classical Studies from  
The College of William and Mary

by

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Accepted for \_\_\_\_\_  
(Honors, High Honors, Highest Honors)

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Williamsburg, VA  
May 2, 2011

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## **Chapter 1|Introduction**

Evan<sup>1</sup> took three years of Latin in high school but placed into Latin 101 his freshman fall. “Latin was the easy language [in high school] that kids who needed to pass three years to meet the graduation requirement took,” he confesses. Anna took three years of Spanish in high school but still needed to complete her four-semester foreign language requirement in college. She opted for Latin because “you can’t really speak it.” Although she has committed herself to continuing through Latin 202, she already finds herself struggling to manage the material this year. “[The pace of the class] is way too fast. The amount of vocab and grammar that I have been expected to learn is insane. The language is a huge time commitment.” On the other hand, another student, Ellie, finds that her background with Spanish helps transition into this new language. “[My experience with Spanish] has made me more comfortable with concepts like words having gender, conjugation, and there’s a lot of similar vocab,” she reports in her survey. A history major, Ellie eagerly reviews her Latin textbook outside of class on her own time. “I’m studying Latin because not having it limits my understanding of ancient history and culture.” Delilah, a computer science and business major, was simply curious about Latin and happened to have a free block in her schedule. She tells me in our interview, “I chose Latin because of its mathematical structure and its relevance to vocabulary in every subject and field.”

The elementary Latin course is a mixed classroom. Those students who intend to concentrate in the study of Latin cannot always be identified from their peers, nor should the course necessarily be taught specifically for the benefit of this increasing minority. However, I believe there are ways to help those students who are struggling with the uniqueness of the Latin language while continuing to challenge and inspire those who are not. This is the aim of this

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<sup>1</sup> Names have been changed. The students and their responses come from the foreign language background survey distributed to students as part of this study.

study. The needs of the Latin class can be more precisely and specifically addressed when the motivations and language backgrounds of the students have been more accurately defined. I have studied Latin in secondary school, in an intensive summer Latin program, and at the collegiate level. I am motivated to complete this study by the students I have met in these diverse classrooms and by the unique interactions I have witnessed between students, instructors, and the Latin language. I have come to view each obstacle and challenge in the Latin course as an opportunity to turn a curious student into a Classicist by inspiring a relationship between the student and the language. I believe that from these pedagogical issues, through an earnest quest for improvement, come progress and success.

In this study, I will investigate how Latin has been taught in colleges at the elementary level and how students are interacting with the material under the techniques of these methods. My goal is to isolate the objectives of the elementary Latin course and formulate suggestions that aim to lead students toward success in these areas. By working one-on-one with students and by observing the entirety of a Latin 101 course, from the students' daily lessons to their exams, I have gathered data to produce efficient and workable recommendations. The final product of this study is a list of recommendations. These recommendations will offer specific techniques and general pedagogical suggestions for improving the learning experience of the students in the Latin 101 classroom. These suggestions include characteristic techniques of the grammar approach and the direct method, more recent innovations and updates to these two methods, and ways in which the two methods can be used in combination to produce success. These suggestions aim to be integrated easily into the classroom and workable within limitations of time and resources, therefore making them viable techniques for most Latin instructors.

## **Chapter 2|How and why we teach Latin**

The goal of this section is to review the current goals of Latin pedagogy in order to tailor my final recommendations so the collegiate Latin classroom may fulfill them. In this section, I will also explore the main methods of Latin pedagogy, outlining their advantages and disadvantages. There are two main methods, which I will refer to as the direct method and the grammar approach. Each method has its champions, who promote its methodologies as the best, most efficient way to achieve the primary goal of elementary Latin. First, I will establish goals for the beginning Latin classroom so that all my endeavors from this point onward may be directed toward attaining these objectives.

### **2.1|Reassessing the Goals**

We must first reassess the goals of Latin pedagogy. If the teacher's goal is discordant with what the world will demand of students after graduation, then there is a problem that needs to be addressed. Once this disconnect has been remedied, an assessment of the most appropriate and efficient methods of pedagogy can be made.

We should not be discouraged by this first step of the overall investigation. Even as early as 1924, professors and teachers were asking the same questions. A general report was published as part of *The Classical Investigation*<sup>2</sup> following a similar assessment of goals. A 'primary goal' was presented: "the progressive development of ability to read and understand Latin."<sup>3</sup> At last, there was a unified direction, even if there were many roads to Rome.<sup>4</sup> Furthermore, *The*

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<sup>2</sup> The Classical Investigation was a committee created in the early 1920s to survey Latin teachers on a national scale and to assess the status of the language in the education system. Their results were published in a *General Report*.

<sup>3</sup> Daniel P. Carpenter, "Reassessing the Goals of Latin Pedagogy," *The Classical Journal* 95 (Apr-May 2000): 391.

<sup>4</sup> Carpenter 391.

*Classical Investigation* also set out what it called “ultimate objectives,” which are secondary rewards along the way to reaching the primary goal.<sup>5</sup> The following are the ultimate objectives:

1. Increased understanding of those elements in English which are related to Latin.
2. Increased ability to read, speak, and write English.
3. Development of a historical and cultural background.
4. Development of right attitudes towards social situations.
5. Development of correct mental habits.
6. Development of literary appreciation.
7. Increased ability to learn other foreign languages.
8. Elementary knowledge of the simple general principles of language structure.<sup>6</sup>

Clearly, some of these objectives could never be a primary goal. Some, such as “development of right attitudes towards social situations,” are questionable. Others, however, have more merit.

The idea that one can glean cultural and literary appreciation from studying Latin is feasible and honorable; the notion of strengthened “correct mental habits” is inspiring. Still, these objectives could never replace such a succinct goal as the ability to read Latin.<sup>7</sup> Even so, is merely the ability to read the best goal, especially a hundred years later?

In 1938, an investigation led by the American Classical League (ACL)<sup>8</sup> requested that nearly 300 Latin teachers and professors fill out a “Score-Card of Latin Objectives” in an effort to rank 19 predetermined goals of Latin.

Figure 1.

Score-Card for Evaluating Objectives of the Teaching of Latin in the First Year of the Four-Year Course.<sup>9</sup>

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Ability to read Latin after its formal study has ceased</li><li>2. Latin quotations, phrases, etc., in English.</li><li>3. English derivatives</li><li>4. Ability to read English with understanding</li><li>5. Power of thinking and expressing thought</li></ol> |
|---|

<sup>5</sup> Carpenter 391.

<sup>6</sup> The Classical Investigation (Part I): General Report (Princeton University Press, 1924), 79-80 in Carpenter 391.

<sup>7</sup> Carpenter 393.

<sup>8</sup> The American Classical League was created in 1919 to foster the study of Latin, Greek, and the Classics in the United States and Canada.

<sup>9</sup> Alice D Hare, "An Evaluation of Objectives in Teaching of Latin," *The Classical Journal* 19 (Dec: 1923): 158.

6. Spelling of English words
7. English grammar
8. General principles of language structure
9. Technical and semi-technical terms in other subjects.
10. Ability to master foreign languages
11. History and institutions of the Romans
12. Emotional attitudes towards social situations
13. Personal characteristics of the authors read
14. Literary qualities of the Latin authors read
15. Elements of literary style employed in English
16. Literary style of the pupil's written English
17. References to mythology, etc., in English
18. Generalized habits, attitudes, and ideals
19. Increased capacity for abstract thinking

The goals ranged from the increased ability to reason to the ability to understand mythological allusions and translate Latin proverbs and quotations.<sup>10</sup> There was an “objectives card” for each year of a four-year Latin sequence. For the first two years, which correspond to the college course usually named Latin 101 and 102, the highest ranked objectives were improved recognition of English derivatives, improved knowledge of English grammar, and “generalized habits, attitudes, and ideals.” How odd, given that the first objective on the card missed a top three ranking among the teachers, as it seems quite likely to be an objective all would have ranked crucially important. Indeed, all the objectives of Figure 1 are specifically stated as “ultimate,” not simply benefits obtained along the ride.<sup>11</sup> Notice the distance of these objectives from the primary goal, the ability to read Latin, and the disconnect of the goals in general from survey to survey. Two of these objectives focus on English and the third refers to “the development of generalized habits (e.g., sustained attention, accuracy, orderly procedure,

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<sup>10</sup> J. Wayne Wrightstone, "Measuring Diverse Objectives and Achievements in Latin Teaching," *The Classical Journal* 34 (Dec. 1938): 155-65.

<sup>11</sup> Hare 155. The instructions for filling out the score-card are as follows: "Make a cross opposite each objective in the column which indicates your judgment of the relative importance of that objective in each year of the course. A cross in column one would indicate that you regard the objective of relatively no importance and a cross in column ten would indicate that you regard the objective of the highest importance. Columns two, three, four, etc. represent approximately equal intervals in the scale of importance."



thoroughness, neatness, perseverance, etc.).” There is a similarity between objective 18 and the “correct mental habits” of the ACL’s list, while the value of all three objectives is tangible. For example, if a student struggles through elementary Latin, he still has the opportunity to gain objectives, 3, 7, and 18, despite lacking the ability to read. Should a student leave the sequence, without the opportunity to test his or her ability to read at the intermediate or advanced level, he or she is not fully unsuccessful.

Therefore, objectives or successes that are not strictly dependent on the main goal are just as important as the primary goal. Although the 19 objectives of the ACL score-card are extensive, these objectives can be condensed, just as with *The Classical Investigation’s* eight objectives. I believe that there should be three goals to Latin pedagogy:

1. Studying Latin should improve one’s understanding and usage of English,
2. Students should develop literary and cultural appreciation for the Romans in their time and understand their influence on our modern world,
3. and Latin should foster the ability to use logical reasoning in an interdisciplinary approach to learning.

At the end of the introductory classes at William and Mary, only about half of students choose to take classes at the 200 level. I stress my three goals of Latin pedagogy for the sake of those students who do not choose to continue their study of Latin. As Charles Pavur offers, “Our progressivistic age always wants improvements, but it must be humble enough to admit it must return to the past to find them.”<sup>12</sup> I disagree with this directive based on my review of the 1923 and 1938 survey of objectives. Simply because there is agreement on a primary goal does not mean it is the most appropriate goal, especially in this decade.

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<sup>12</sup>Claude Pavur, "Upgrading Latin Pedagogy," *Electronic Antiquity* 4 (Apr. 1998).

No longer do students matriculate with a strong background in Latin, or even English grammar. The volatility of high school Latin programs ensures that even four years of Latin at the secondary level is no guarantee for success in college. Furthermore, because many Classics majors are students who enter college with a strong Latin background, the introductory class only has a few aspiring majors. Students most often take Latin to fulfill a college language requirement. Some might hope to gain a strong foundation in Latin for future study, but most just want to pass. Since a disparity of expectations between the students and the teacher impedes learning, the traditional primary goal of Latin pedagogy must be revised and a compromise between the students' and teachers' goals must be sought. Professors would call their students successful if they are able to read Vergil and Juvenal after four semesters. Since that is far from the goals of the majority of the classroom, both student and professor will be disappointed. It must be the duty of the professor to instill something long-lasting even in those who are just passing through; hopefully, this is harmonious with their own objectives as a teacher. The ability to read Latin beyond formal study may never come to pass for most, but the three objectives—improved English, cultural appreciation, and analytical skills—will benefit all.

Therefore, the 'primary goal' of the 1924 investigation must coexist with the three other goals, which are no longer secondary but just as important. I propose, therefore, that there should be four primary goals of Latin pedagogy. As summed up by James May, "our ultimate goal in teaching Latin is the reward of reading original Latin prose and poetry, along with all the other related benefits that are concomitant with such activity."<sup>13</sup>

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<sup>13</sup>James May, "The Grammar Translation Approach to College Latin." *Latin for the 21st Century: From Concept to Classroom*, 148-61. Richard LaFleur (ed.), (Glenview, IL: Scott Foresman-Addison Wesley, 1998):152.

## **2.2|Reviewing the Methods**

Now that I have established a new set of goals, let us explore the pedagogical methods available to teach students with these goals in mind. Perhaps not surprisingly, methods of teaching Latin are rooted in tradition and loyalty. For the purpose of this study, I will refer to the natural-language acquisition model as the direct method. I will refer to the traditional grammar-centric model as the grammar approach. The grammar approach is the incumbent in today's collegiate classrooms. It emphasizes memorization of noun and verb terminations and speedy and accurate recall of forms. The up-and-coming method is the direct method, an approach modeled on native language acquisition that aims for a more intuitive grasp of the language. The goal of both approaches is the ability to read Latin, although I would argue that 'to read' something can be quite different from 'to translate' it. Nevertheless, both methods have distinct benefits, and there are many professors on either side who advocate their chosen approach. However, the direct method has been unable to make significant headway into the grammar-dominated curricula of Classics departments throughout the country. This does not mean that the direct method has no chance of infiltrating classrooms; as advocates for the direct method have increased their call for reform, concerns regarding the use of the grammar approach have likewise increased.

## **2.3|The Direct Method**

The techniques of direct method are witnessed today in many elementary modern foreign languages classes. The direct method attempts to teach a language as native speakers would have learned it. As described by Rouse and Appleton (1925) in *Latin on the Direct Method*, "the

process is: first imitation, next imitation with a difference, lastly the use of what has been so learnt.”<sup>14</sup>

This process remains the core of this method. On the first day of German 101, textbooks remained shut. This was the first modern language course I had taken in six years, after rigorous training in Greek and Latin. As a result, I felt ungrounded without the grammar clearly laid out in front of me. From the start of the class, we were bombarded by one simple German question: *Wie heißen Sie?* (What is your name?) Everyone, especially myself and two other Classics students taking the course, were lost without any sense of context, vocabulary, or grammar. The teacher, seeing our confusion, answered her own question. Pointing to herself she said: *My name is Frau Morrison*. She went on to ask our names in German again, this time raising her shoulders and pointing to us to indicate she was asking a question. Instantly, we had our context. After she repeated the question, first pointing to a girl, then a boy, then to the whole class, then back to herself, we had vocabulary. It was not until the last five minutes of class that we opened our textbooks, and this was when we had a formal presentation of personal pronouns, verb conjugations, and a vocabulary list.

This is a quintessential example of the direct method of teaching in practice. It is truly a challenge for student and teacher; using as much Latin and as little English as possible, the teacher must rely on expression and action to create a sense of significance for noun and verb terminations.<sup>15</sup> The direct method is useful for teaching modern languages because it builds oral-aural skills, with the focus on conversation. This is useful for a modern language like German, but benefits may carry over to the study of Latin. This is because Latin, although no longer a living language, can still be used as a mode of communication and expression. There is a debate

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<sup>14</sup>W.H.D Rouse and R.B. Appleton. *Latin on the Direct Method* (London: University of London Press: 1925).

<sup>15</sup> Herbert C Nutting, "Methods of Teaching Latin," *The Classical Journal* 11 (Oct 1915): 12.

among scholars today on the status of Latin as a dead or living language. Some scholars, such as Robert J. Ball and J.D. Ellsworth, argue modern teaching practices should not be applied to a dead language such as Latin.<sup>16</sup> By contrast, Claude Pavur argues that Latin is only “dead” in the sense that no longer do people learn the language from infancy.<sup>17</sup> A true dead language, in his opinion, is one that no longer has any vitality in the modern world. He puts forth Etruscan and ancient Mayan as true dead languages, but that Latin is used still in our modern era.<sup>18</sup> “Even now, there are enough Latin communicators to support a journal like *Latinitas*. But more importantly there has been a whole range of modern Latin classics that stretches beyond the ecclesiastical circles, including works by Dante, Petrarch, Copernicus, Erasmus...”<sup>19</sup> I add *Harry Potter* and *Cattus Petasatus (The Cat in the Hat)*. These English works were translated for the primary purpose of entertainment and pleasure in the second language, since they were not translated in order to distribute a book to a select language demographic.

### 2.3.1|The Reading Approach

Another method of teaching Latin that is described sometimes independently from the direct method is the reading approach. This approach emphasizes reading comprehension in translation and a formal presentation of grammar only after it has been first observed in passages. For example, the *Ecce Romani* and *Cambridge Latin Course* textbook series are labeled as based on the reading approach. Each chapter presents an extensive narrative which progresses over a series of chapters. Through these readings, students are introduced to vocabulary and elements of grammar which have been specially integrated into that chapter’s story. The grammar is not

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<sup>16</sup> Pavur.

<sup>17</sup> Pavur.

<sup>18</sup> Pavur.

<sup>19</sup> Pavur.

presented formally until after students have encountered it several times within the reading. For this reason, I combine the objectives of the reading approach under the direct method and its techniques.

The reading approach, and by extension the direct method, attempts to ‘humanize’ the study of Latin. Pavur, a leading advocate, names it the “Humanist Model,” an approach useful for appreciating the language as a medium of communication.<sup>20</sup> A classroom which makes use of direct method techniques is more student-centric and involves them in activities outside of their textbooks. Just like in the German classroom, direct method exercises in its Latin counterpart first build up recognition of syntax and grammatical constructions and a fluency in vocabulary before presenting conjugation and declension paradigms for memorization. Conversation and composition are often used to promote more natural reading skills, much like what children do when learning their primary language in elementary school. A child would not be deemed a competent reader if he or she could read the words in a sentence without understanding what they mean as a whole. Although it is an objective of all Latin instruction, reading comprehension receives an expressed emphasis in the direct method. As Norman Henry argues, “we must strive to make our students feel that the Romans were intensely *human* and that, like us, they expressed their hopes, their fears, their joys, and their sorrows in plain, straightforward speech...”<sup>21</sup>

The peculiarity of learning Latin lies in the fact that students study highly specialized, ornate, artificial languages. We do not first learn English through the speeches of Churchill or the political musings of Jefferson, but we read stories of everyday people going about their daily lives and experiences. Norman Henry, advocating for the necessity of the direct method as early

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<sup>20</sup> Pavur.

<sup>21</sup> Norman E. Henry, "Live Factors in Latin Teaching," *The Classical Journal* 7 (June 1912): 364.

as 1912, emphasizes the importance of humanizing Latin: “Conversations...dealing with everyday experiences, tend more than anything else to dispel the opinion, current among students, that Latin is highly artificial and utterly incapable of expressing up-to-date ideas.”<sup>22</sup>

The argument that Latin is a dead language is detrimental to reform, Latin pedagogy, and by extension, to the survival of Latin in academic curricula. Latin should not be taught as if its only use is to read the existing works of ancient authors or to gain knowledge from past civilizations. Ball and Ellsworth compare the study of Latin to performing a human autopsy; the student feels little or no connection to his or her subject matter.<sup>23</sup> To read ancient texts as if they were literary artifacts forgoes the knowledge and level of analysis that can only be reached by reading a text as a Roman would have. This is a good case for learning to study Latin like a Roman, with an emphasis on a more natural language acquisition. Many believe that the direct method transforms the image of Latin as a corpse on a table to the image of a reanimation that can tell its own tale. The direct method can be considered as an entertaining and effective approach to learning the Latin language.

But that which most clearly shows the benefits of the Direct Method is the spirit which it induces in those who learn. The very beginnings, which are otherwise so apt to be dull and tiresome, are here full of pleasure and novelty; and it is simply impossible to overrate the importance of first impressions...First impressions are lasting. And let no one suppose that the learner's happiness implies that his mind is not working.<sup>24</sup>

### 2.3.2| *Obstacles to Integration*

The experimental status of the direct method as well as the criticism it has incurred have hindered the integration of its techniques in the classroom. To begin, the direct method often

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<sup>22</sup> Henry 364.

<sup>23</sup> Robert J. Ball and J.D. Ellsworth, "Teaching Classical Languages: A Reasonable Approach," *The Classical World* 83 (Sept.-Oct. 1989): 11.

<sup>24</sup> Rouse and Appleton.

appears to some as absurd or wholly inappropriate. It is considered “a romantic notion of resurrecting the ancient world by having the students speak Greek and Latin, dress up in togas, and stage mock battles with chariots and catapults.”<sup>25</sup> This may be more of a caricature of the method, but such impressions obstruct progress nonetheless. The direct method often has a bad reputation, known for its “flexible and easy-going procedure,”<sup>26</sup> most likely because of its use in high school classrooms. When Latin students arrive in college after an inspiring three or four years of the language in high school, it is frustrating that so many are unable to integrate smoothly into the intermediate or advanced Latin courses. They either cannot manage the amount of translation per night, or their grammar foundation is not sound enough to allow for effectively mastering speed in reading. In this way, the direct method remains fettered. No matter how much we are inspired to action on the promise of a method that fosters connection between the student and the language, our enthusiasm will have little weight unless backed by a strong argument and notable results.<sup>27</sup>

A disadvantage of the direct method is that instructors are less likely to adapt its techniques because the direct method often requires additional time and resources to be implemented effectively. This creates more responsibility for the teacher not only to learn the techniques of the new method, but also to engage the students properly and well.<sup>28</sup> Not only would these teachers need to familiarize themselves with new textbooks, supplementary materials, and classroom activities, but they would have to gain a level of comfort with the new method that will allow them to teach others in a natural and fluid manner. A true teacher of the

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<sup>25</sup> Ball and Ellsworth 11.

<sup>26</sup> Nutting 11.

<sup>27</sup> Nutting 9.

<sup>28</sup> Nutting 11.



direct method must make use of more than just his or her knowledge of the language. A witness reports:

It was my privilege to attend Dr. Rouse's classes at the Columbia Summer Session of 1912 and observe his skill in teaching Latin by the direct method. He taught without the aid of a textbook and, though a born Englishman, with little English. He is a trained teacher of experience and an artist at his work. He made his subject glow with interest, and one was made to wonder that a language considered so dead could be made so alive. He spoke it freely and idiomatically. In teaching, he used everything that came to his hand. Blackboard sketches made in the presence of the class, pictures hung on the wall, chess, balls, jokes, mistakes, interruptions—all made to serve him.<sup>29</sup>

The limits of time and resources constrict opportunities for improvement for every Latin classroom. Not only is the training of teachers and the method's gradual integration into classroom time-consuming, but there is also the time necessary for the students to internalize these techniques. At the College of William and Mary, the beginning track of modern foreign languages is spread over four semesters. Latin finishes its elementary sequence in a little less than two full semesters. The rest of the time is spent reading original texts. Despite these obstacles, I am optimistic that the techniques of the direct method are compatible with the collegiate classroom.

## 2.4/The Grammar Approach

Latin has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign influences Latin has had on the development of other European languages. The method used to teach it overwhelmingly bore those objectives in mind, and came to be known as the *Classical Method*. It is now more commonly known in Foreign Language Teaching circles as the *Grammar Translation Method*.<sup>30</sup>

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<sup>29</sup>M.J Russell, "The Direct Method In Teaching Latin: Some Objections," *The Classical Journal* 12 (Dec 1916): 209.

<sup>30</sup>Sidney Morris, *Viae Novae: New Techniques in Latin Teaching*, (London: Hulton Educational, 1996): 12.

The Grammar Translation Method, or the grammar approach, has been used to teach Latin for such an extensive length of time that it is often referred to as the *traditional* method. Over the last few decades in modern foreign language classrooms, the techniques of the grammar approach have been replaced with the techniques of the direct approach. In most of today's Latin classrooms, however, they remain the central teaching method. The characteristics and techniques of the grammar approach include the following:<sup>31</sup>

1. Classes are taught in the mother tongue [English] with little use of the target language [Latin]
2. Much vocabulary is taught in the form of lists of isolated words
3. Elaborate explanations of the intricacies of grammar are given
4. Grammar provides the rules for putting words together, and the instruction often focuses on the form and inflection of words
5. Reading of difficult classical texts is begun early
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
8. Little or no attention is given to pronunciation.

These techniques of the grammar approach are witnessed in many introductory Latin courses at the collegiate level. In contrast to the direct method, the grammar approach stresses memorization and pattern recognition of forms, formal grammatical instruction reinforced by exercises, and translation that culminates in reading unaltered passages.<sup>32</sup> Many Latin teachers focus their curriculum around the formal presentation of grammar as presented in the students' textbooks. The typical grammar approach-based textbook chapter contains charts of the forms of nouns and verbs declined with the inflected endings showcased. There is an accompanying paragraph or two explaining the new grammar. The exercises for translation, both in Latin and English, are contextually random and unrelated, although there may be an adapted passage of

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<sup>31</sup> Clifford H Prator and Marianne Celce-Murcia, "An Outline of Language Teaching Approaches," Celce-Murcia, Marianne & McIntosh, Lois (ed.), *Teaching English as a Second or Foreign Language*, (Newbury House, 1979): 3.

<sup>32</sup> Ball and Ellsworth 11.

original text for translation as well as shorter original sentences, e.g. the *Sententiae Antiquae* in *Wheelock's Latin*. In addition, each chapter also has a word list to be committed to the students' expanding vocabulary. It should be noted, however, that many of the techniques of the grammar method have similar goals with those of the direct method (such as reading comprehension and grammar mastery), but place a different emphasis on how these objectives should be accomplished. For example, some of the typical techniques of the grammar approach include:<sup>33</sup>

1. Reading comprehension questions which require the student to locate information within a passage;
2. Deductive application of grammar rules, in that the students understand the grammar rules and their exceptions, and can apply them when translating;
3. Memorizing lists of vocabulary, grammar rules and paradigms to build mastery and speed in translating; and
4. Composition, that is, students creating sentences in Latin to illustrate their knowledge of the meaning of vocabulary, the use of grammatical constructions, and proper syntax.

In sum, the grammar approach continues to be called the traditional approach because it remains popular due to its success producing results which can be easily and objectively tested. In addition, these techniques work well within the limitations of time and resources available to the course instructor.

#### 2.4.1|Disadvantages

Nevertheless, many instructors, not only proponents of the direct method but also others, cite some disadvantages with the use of the grammar approach in Latin classrooms. Classes are more teacher-centric, and which can create a boring and uninspiring environment for many college students. Others cite the emphasis this method places on syntax over comprehension

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<sup>33</sup> Dianne Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000): 13.

when translating as one of the shortcomings of the grammar approach that can be improved by looking to the direct method. Also, the grammar method may not be as accommodating to the various learning styles of students, especially those who have no background in learning a second language. It is not the intention of this paper to advocate the discontinuation of the grammar approach. Not all the goals of the direct method are feasible in the practicality of today's academia, and it is naïve to believe that all the imperfections of the grammar approach can be healed by the "humanism" of the direct method.<sup>34</sup> Nevertheless, an attempt to find solutions to some of these shortcomings will lead us to create a Latin course that bestows lasting benefits to every student given the restrictions of the classroom.<sup>35</sup> Despite these disadvantages, the grammar approach still provides a strong foundation for Latin education. Therefore, I propose a marriage between the two methods, through which the specific techniques and overall emphasis of the direct method may supplement the traditional methods of the grammar approach.

## 2.5|Conclusion

How can the techniques of the traditional grammar approach be updated to accommodate today's Latin classes or be supplemented with techniques of the direct method in order to achieve the goals outlined in section 2.1? This is my investigation. Advances in technology and the boom of commercialism have caused "a paradigm shift in education [...] from the tradition ideal of a liberally educated person [...] to the concept of utility and the practically educated person."<sup>36</sup> Judith Lynn Sebasta, identifying this shift, recognizes these new challenges and urges new approaches. As long as Latin pedagogy continues to adhere to the pedagogical goals it has

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<sup>34</sup> Nutting 8.

<sup>35</sup> Pavur.

<sup>36</sup> Judith Lynn Sebasta, "Aliquid Semper Novi: New Challenges, New Approaches." *Latin for the 21st Century: From Concept to Classroom*, 15-24. Richard LaFleur (ed.), (Glenview, IL: Scott Foresman-Addison Wesley, 1998): 24.

in the past, this modern demand for practicality will be its downfall. I speak not only about the enrollment in the Latin 101 courses, but also of the entire Classics discipline. There are too many other majors that offer a direct route to success in the outside world, from biology to computer science, that Latin can no longer hold its own if our teaching is strictly directed toward the ability to read ancient authors. We must show students how Latin and the Classical Studies in general relate to the real world while emphasizing its interdisciplinary nature; overspecialization and limited goals will cause Latin enrollment, and the future of the discipline, to wither on the stem.<sup>37</sup>

In the following section, I will gather data through various types of investigations in order to best formulate a list of suggested improvements for today's Latin classroom. By identifying the motivations of both the professor and her students, I can assess the efficiency of the methodology and offer recommendations for greater mutual progress towards individual goals. The students' academic backgrounds, former experiences with Latin, and foreign language history formulate these motivations. My methodology involves classroom observations, student interviews, analysis of in-class examinations, as well as first hand interaction with students through outside tutoring. After gathering the goals of the students, I will be most qualified to make suggestions tailoring and reforming the grammar approach to their advantage. Although such recommendations have been broached in the literature of Latin pedagogy, they lack the value of the student perspective. The value of being a peer observer allows for a unique view of Latin pedagogy that mitigates my lack of experience in formal education. Although a professor will be able to teach successfully an elementary Latin course, leading a few students to a commendable reading ability, I seek to discover how teachers and textbooks can offer some

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<sup>37</sup> Peter Smith, "The Junior-Senior Seminar: Broadening the Latin Major's Experience of Classical Culture." *Latin for the 21st Century: From Concept to Classroom*, 187-93. Richard LaFleur (ed.), (Glenview, IL: Scott Foresman-Addison Wesley, 1998): 187.

benefit to every student. Perhaps, through willingness to reform, we will find the key to increasing enrollment, to inspiring students to concentration in the Classical Studies, and to ensuring our survival as a discipline.

### **Chapter 3| The Investigation**

Let me compare this part of my project to field work. After reviewing the recent literature and scholarship on the subject, now I have the chance to observe how these methods manifest in the classroom. I go into the field with my tool kit: my knowledge of the methods of teaching, my own experiences with the course, and my status as a peer investigator. I am guided by the desire to witness first-hand how the direct method and the grammar approach complement and contend with each other in the classroom. Furthermore, it will be useful to create a portrait of the Latin 101 classroom in order to complement my assessment and customize my recommendations. It is important to have a feel of why the Latin 101 classroom is so unique compared to other levels of Latin and other introductory language courses. Naturally, the only way to learn fully about a subject is to immerse oneself in it. It is important that I observe these class sessions because that is the only way to accurately document the interaction between the students, their professor, and the material. I might find that the classroom environment is extremely receptive to new teaching techniques, or I may discover that the time constraints on the course are too restrictive. I must take note of these considerations in order to tailor my final recommendations to the actual modern Latin classroom, not the one hypothetically fashioned in many articles and reports. Many scholars writing on the subject base their arguments on their own experiences in the Latin classroom. Unfortunately, their advice is often not very applicable to today's Latin courses. Since the outside world is changing very rapidly into the second decade of the 21<sup>st</sup> century, so do the types of students who make up the Latin class. Any reforms to Latin pedagogy need to be in tune and compatible with the most modern classroom. Therefore, this field research is most crucial for strengthening the efficacy of my own theories.

However, I will not spend my entire time in the classroom as a nostalgic auditor. No method of teaching Latin, traditional or emerging, can gather strength without proof of success in the classroom. I will be collecting data throughout this semester in order to gather evidence for my final recommendations. Recording the teaching techniques used in the classroom, I will track the class's progress through each grammatical concept introduced chapter by chapter. Noting the difficulties and achievements of the students, I can then cross-reference successes with specific techniques. Determining whether these techniques are characteristic of the grammar approach, the direct method, or a composite of the two, will be part of my analysis.

There are some foreseen limitations to this section of my study. Primarily, my presence in the classroom is not analogous to that of a teaching assistant. In comparison, I do meet with students outside of class time and act as a tutor in many instances, but it is only in this capacity that I can see students' names attached to their graded work. Unless a student brings me his or her graded exam so that together we can review and correct mistakes, due to the provisions of the College's Protection of Human Subjects Committee I do not have access to this information. The forgone benefit is that I cannot track the progress of each individual student throughout the semester. I would have achieved this by chronicling a combination of that student's exam answers, in-class questions, progress of tutoring sessions, and answers to their foreign language history survey. In light of this, I arranged the current methodology. In general, progress of the class will be taken as a whole. I will assess their classroom progress in the aggregate to determine daily how fully the majority understand the material. I will make use of four types of data collection and observation: a language-background survey, classroom observation, individual tutoring, and examination review.



### 3.1| Foreign Language Background Survey [see Appendix I]

During the fall 2010 semester, I observed one section of Latin 101 at the College of William and Mary. There were over thirty students in the class. After a period known as Add/Drop, in which students can withdraw from the course without penalty, there were 27 students in my sample. The class met for 50 minutes four times a week, and was therefore worth four credits as are most elementary language courses at the College. Although there is course each fall with the similar “101” distinction, not only did a different professor teach this year’s course but she also made use of a different textbook; in a way, I was just as new to this class as the students with whom I sat. There were students from all academic classes; this clearly pointed to a wide-range of motivations for registering for the course.

The department placement policy creates a classroom of students with various degrees of experience with Latin. Any student who has had previous Latin experience must ‘place’ into a course by taking a placement test before the start of classes in August. This test mimics the SAT II subject test in Latin and follows a multiple-choice format. The department assigns those who score in certain ranges to certain levels for the fall semester: the advanced 300-level, the intermediate 201, or Latin 101. This creates a blend of students: some who have had no Latin, some who simply did not place fully into the 200-level but have a good grasp on the basics, and some who know the 101 material but not the 102 material as well. “Most of the students who take beginning Latin, even Latin I, have studied Latin in high school. Many of them, however, seem to know almost nothing,” states Cecil Wooten, outlining his experiences with the beginning Latin program.<sup>38</sup> “I hear stories all the time from students about how they spend their time in Latin class watching movies...discussing mythology, or learning about etymology.” Certainly, at

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<sup>38</sup> Cecil Wooten, "The Beginning Latin Program," *Tabulae* (Fall 1994): ii.

least, these students have some advantage over their peers with no exposure to Latin at all—could their experience with Classical cultural motivate them to pursue the Latin language more assiduously or perhaps through to the advance levels? This is a pertinent question since teaching Latin through cultural and linguistics is trademark of direct method techniques. Wooten concedes that, “at least these students who have had ‘Latin’ in high school, even if they really didn’t study Latin, don’t think of it as something strange and exotic like Hebrew. Because of that, they do sign up for Latin classes [...] and give us the chance to show them what Latin really is. Many of them are shocked and drop the course; many of them, however, realize that Latin really is more interesting...”<sup>39</sup>

Furthermore, every student has a unique history with learning foreign languages. To discover these histories, I had all the students who volunteered to work with me outside the classroom fill out a foreign language background survey. The survey included questions about a student’s past experiences with Latin, as well as other foreign languages. The students evaluated how they feel these other foreign languages would aid them in their study of Latin. Furthermore, there were several questions that attempted to extract the students’ expectations about the course. Not only were students asked to gauge the difficulty of the course and how long they intended to study Latin, but they also responded how they felt it would influence their performance in non-Latin courses. In this way, I was able to create a portrait of students’ expectations entering the course as well as what they hoped to get out of it in the end. Both of these considerations helped me form my final recommendations.

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<sup>39</sup> Wooten, "The Beginning Latin Program," iii.

### 3.2|Classroom Observations [see Appendix 2]

Due to the importance of gauging the responsiveness of students and teachers to the use of certain pedagogical techniques, I placed a great deal of importance on these classroom observations. I attended each class session as a silent observer, sitting in the back with a view of the whole class. I organized my observations on daily recording sheets. On these sheets, I took note of which chapter the students were working on, concepts they learned that day, the questions they asked, the exercises they worked through, and the techniques the professor employed. I took note of both questions about the grammar and language usage, as well as any ‘what if’ questions the students had regarding syntax and translation. When the class reviewed a textbook exercise, I made notes on the exercise’s instructions and intended purpose. Often the students were assigned translation sentences for homework. It was worth recording how the students reacted to having to translate sentences from Latin to English, and also from English to Latin. Translation is a three-step process (at its most basic) and one can measure student understanding of the language through their mastery of these steps. For this reason, it was especially important to document how students fared when exercises asked them to produce a translation from English into Latin and how well they could isolate the English grammatical concepts and then transform them into their Latin versions.<sup>40</sup> This is why it is vital that teachers express their own process of translating to their students so that the students can learn as apprentices, “... the teacher should give his student the chance to see him translate. He should not be afraid to think out loud.”<sup>41</sup> My observations allowed me to capture this student-teacher interaction.

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<sup>40</sup> Wooten. "The First Year Language Course," 54.

<sup>41</sup> G.E. Rickard, "Teaching Latin Translation," *The School Review* 24 (Mar 1916): 217.

In addition, on the bottom of each sheet is a progress meter, a scale of 1-10 through which I assessed how well the class as a whole was grasping the grammar. This was also the place for me to offer some possible reasons for their difficulties. Often these difficulties were apparent from the mistakes from last night's homework and yesterday's daily quiz. Through these observations, I was able to track how the professor attempted to correct the students' mistakes (and the students their own mistakes) in order to master the material before exams.

### **3.3|Individual Tutoring and Examination Review**

Another part of my investigation was individual tutoring. One of my greatest advantages throughout this investigation was that the students viewed me as a peer. Even though I took Latin 101 four years ago, the foundation of the tutoring sessions was peer engagement. This allowed students to open up more about their thoughts on the class and the material, and they were usually more earnest on what and why they were having difficulties. Most often, students sought me out because they wished for more practice. Although they could do the textbook exercises at home, students felt confident in having someone there to correct their exercises and give them personalized and immediate feedback (neither the textbook nor its companion workbook had an answer key). I believe that students were more likely to recognize they had made a mistake and subsequently correct their own work because of the potential for immediate feedback from me. I have witnessed that students benefit themselves when they explain the concepts they learned in class to me, in their own words. This peer teaching method, in which students relate the material to each other and guide each other through exercises, is a type of cooperative learning that is

praised for its student-centric style.<sup>42</sup> “The usual goal of collaborative learning is to turn students from being ‘passive receptors’ of information imparted by an instructor into ‘owners’ of the subject matter such that they are capable of imparting it themselves to their classmates.”<sup>43</sup> It is important to have a sense of self-mastery in Latin because the course is fast paced and requires much memorization. Visually, while the classroom is vertical, with a professor instructing and guiding the students, peer tutoring is much more horizontal, and can be extremely beneficial as long as the students are not teaching or reinforcing incorrect grammar among themselves.

It was also especially useful to work with students on their exam corrections. Unlike with homework, during the exam, students must work with a time limit and are often vocal about the pressure this puts on them. Since this limit forces them to work at a brisk pace and efficiently, it is easier to see which concepts and techniques students have truly mastered from reviewing this graded material. For example, there is no time during the test to reproduce a declension paradigm in order to answer one parsing question; the student must know the whole paradigm well enough to be able to extract quickly the correct information. In the following section, I am able to list what aspects of Latin and its grammar students find most difficult by analyzing the most frequently missed questions on their four exams. My ultimate recommendations will then incorporate methods to aid the students in these problematic areas.

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<sup>42</sup>Mark F. Williams, "Collaborative Learning in the College Latin Classroom," *The Classical Journal* 86 (Feb.-Mar. 1991): 257.

<sup>43</sup> Williams 256.

## **Chapter 4| Examination Review**

In this chapter, I will review the work of the students in my observation class. I received permission from twenty-five students to review their tests, final exam, and other graded work. The entire class was composed of twenty-seven students, so my sample was representative, and the conclusions derived from reviewing these materials can be applied to the class as a whole. For my methodology, I went through each test and examined instances in which students lost points and noted where and how they succeeded in gaining points. These tests are unique to the elementary levels of Latin, as they contain prompts that test specific grammar concepts and vocabulary instead of requiring the students to translate a long seen or unseen passage, as is common in the higher levels of study. These exams cover basic concepts and test blossoming translation skills by asking the students to translate many short sentences. Just as a math problem requires many steps to solve, so too did I find evidence that students confront these Latin questions methodically.

Because each prompt was crafted to test whether the students could identify and perform these steps correctly, the successful student needed to do pre-work, either mentally or by putting pencil to paper. Furthermore, the successful student had to be wary of the questions intended to test irregularities in the grammar and exceptions to the rules.

The first step in that process was to identify a question as potentially problematic ( e.g. decline *malus poeta*, or parse *domo*). At first, I was sure such questions would ensnare many students, but I was pleasantly surprised at both the students' wariness and the various strategies they employed to produce timely and correct answers. I took special note of the methods that led them to success. Some wrote out full paradigms for reference, while others wrote out the dictionary entry of a noun they were about to decline, or all the terminations of a certain

adjective. Most wrote out all four principle parts of a requested verb when faced with a morphology question. This shows that the students not only knew how to use the material, but they had also mastered the vocabulary, the building blocks.

However, the area of greatest interest to me was the translation section, both from English to Latin and from Latin to English. Every student had a method to help them translate, including chucking large bits of a sentence out on paper, labeling the subject and corresponding verb, or first parsing every word in Latin. Of course, there were several tests each round with no such marks in the margins or above sentences. Many students seemed capable of working the intermediate steps mentally, and their clean test pages only showed the final answer.

In the following pages, I will walk through each of the three tests and the final exam, highlighting the most problematic sections, how and why students came to the wrong answers, and also how they avoided making common mistakes.

#### **4.1|Test One [see Appendix 3]**

Chapters 1-5: Present Tense (First and Second Conjugation), Complementary Infinitive, First and Second (with Neuter) Declension Nouns, Special Intransitive Verbs (verbs that take datives), Prepositions and Adverbs, First/Second Declension Adjectives, *Sum*  
Average Class Score: 94.8

Section I of the exam tested verbs, nouns, and adjectives. Students were presented with a blank paradigm, which gave spaces for a student to conjugate a verb in the singular and plural, for all three persons or to decline a noun or adjective in all cases. The instructions were to fill in the paradigm based on a prompt. For example: *conjugate the present indicative of erro*. There were five of these types of question.

In this section, I saw quite a few students make use of the margins on the side of the page to write out a particular declension's case endings or a mnemonic for reference. When asked to decline the noun-adjective pair *poeta malus*, one student wrote "TRICKY" besides the prompt, and I would bet that many more thought the same. On Day 11 of class, the students first learned about Latin adjectives, most notably the fact that all adjectives must agree with their nouns in gender, number, and case. The professor introduced a mnemonic device that could be used to remember which first declension nouns were masculine, PAIN: *poeta, agricola, incola, nauta*. This was a useful method to avoid a common mistake. In the example from the exam, *poeta* and *malus* look like they do not in fact agree in gender. However, perhaps thanks in part to the mnemonic device, this trap only ensnared two students. Many confirmed that the adjective-noun pair indeed had the same gender by writing the "masc." or "masculine noun, feminine declension" over *poeta*. One student undoubtedly declined *poeta* first, and then *malus* as demonstrated by the line he or she drew down the paradigm chart between the two words. Overall, this type of evidence shows that students were wary of the exceptions to the grammar rules, although at this point in their study there were very few that they knew.

Section II of the exam asked students to translate four Latin sentences into English. Students were required not only to translate but also to identify the form and explain the syntax of certain underlined words. It was clear that most students demarcated the sentence in some manner before writing down their final answer. On Day 10, their professor incorporated instructions for approaching the translation of Latin sentences into the daily grammar lesson. There are six steps to translating, she explained:

1. First, one should locate the verb,
2. and then the subject, if it is not implied.
3. Locate who or what is affected by the verb (the direct object).
4. Next, locate what is being acted upon, which is often a second accusative.



5. Find the prepositions,
6. and lastly, the adverbs.

These six steps stressed the fact that verbs create expectations that can be used to determine how the other words in a sentence fit together. Memorization of vocabulary and grammatical concepts, the professor concluded, accelerates this translation process. Although this is an oversimplified outline, it was a fundamental that the students begin to develop a procedure for translation. I observed four types of these procedures that students developed in order to approach translation.

First, some students only labeled key words in the sentences with their parts of speech; these students most frequently highlighted the subject, verb, and the direct object in a sentence. During Day 14, a day committed to review, the professor suggested that the class write S, N, and V over subjects, nouns, and verbs to help them “learn the method of reading.” Therefore, it is not surprising that many students followed this advice and fared well for their efforts. It helped them tackle the third translation prompt on their test: *Nautae ad regnum tuum navigare optant, sed venti pontum iactant et caelum malum nautas terret.* This sentence confused some students, who seemed to have trouble locating the subjects in the second clause.

Secondly, it was common for students to write definitions for a large amount of the major Latin vocabulary above each word in the sentence before they tackled translating sentence as a whole. For example, for the sentence *Sapientia poetarum est magna et litteras laudamus*, one student wrote above each respective word “wisdom poet is great and literature praise” and another “wisdom poet is large and letter we praise.” There were several other sentences marked similarly to varying degrees of specificity.

Many students found success with this method. However, some students ran into problems with this method, besides finding it an inefficient use of test time. Students who wrote out the definitions above each word often then strung them together in order to produce a translation of the sentence. These were full of mistakes because the offending students did not fully capture the relationship between the words or their proper syntax. It is very likely that many other students lost points on this section because they used a similar translation method, only they defined each word mentally and then strung them together on paper. The problem with using this method is that the sentences produced made little sense when students simply translated each word in a linear fashion without regard to syntax. Some students were able to avoid this problem by a process that combined writing out the vocabulary with the chunking method discussed below. In math classes, teachers always tell students to show their work. However, on Latin test like those, showing work in this manner could signify the beginning of a bad habit, because it both uses up valuable time and encourages translation without a method of proper understanding.

Third, there is a convincing amount of evidence that students frequently used the “chunking” method. Chunking is a technique based on expectations, and was introduced by the professor with the six-step translation process. When chunking, a student usually underlines clusters of words in the Latin sentence that fit together based on these expectations. For example, a student would chunk a finite verb with its subject, a preposition with its ablative or accusative noun, and a special-intransitive verb like *placeo* with its dative noun. The advantage of this method is that it speeds up the translation process because a student can translate a chunk at a time instead of working word-by-word. While going over sentences and reading from the homework in class, the professor would demonstrate the chunking method on the board. Despite

the fact that the entire class was therefore aware of how to chunk, approximately 60 percent of students did not make any sort of markings on their sentences, walking through the process of translating entirely mentally. There is no doubt, however, that many students practiced a form of internal chunking.

Section III of the exam asked the students to translate one sentence from English into Latin. The class had had a lot of practice with these types of “reverse translations” because they were emphasized in the textbook. For homework, students usually had to complete equal amounts of Latin to English and English to Latin translations. Overall, the students handled this last translation well: “The good master teaches the girls with great care.” One student wrote a reminder above “teaches” that *docet* takes a double accusative, but a handful of students placed “girls” in the dative. Perhaps the source of this error is that one can teach a subject “to” a person in English. However, this error would seem more understandable if there had been a second noun in the sentence to act as that academic topic being taught, such as *litteras*.

#### **4.2/Test Two [see Appendix 4]**

Chapters 6-10: The Imperfect and Future Tense, Imperative and Vocative, Third Declension (and I-stem) Nouns, The Prefect, Third Conjugation, Demonstratives and Personal Pronouns  
Average Class Score: 85.4

Section I of this exam tested verbs, nouns, adjectives, imperatives, and infinitives in a similar manner to test one. The instructions asked students to produce specific forms based on a prompt, which now called for a specific tense, voice, and mood; for example, *conjugate the future active indicative of possum*. Besides mistakes caused by not reading the prompt closely enough (many students declined *ille* when asked to “give the neuter of *ille*”), the class performed well on this section. The task to decline *nomen* gave a few students a problem because its stem

so differs from the form of the nominative singular. Many others avoided the possible pitfall of declining from the wrong stem by writing out the full dictionary entry of the noun to the side: nominative singular, genitive singular, and gender. The professor regularly compelled the class to fully memorize the dictionary entry of new vocabulary words because the dictionary entries contain all of the information a student needs to decline a word correctly. This becomes more important as the students learn more and more vocabulary from all five declensions.

Section II of the exam required students to translate four Latin sentences to English as well as to identify the form and syntax of some underlined words in these sentences. These were naturally more complex than the similar construction questions on the first test. Not only were they meant to test more complicated grammar, but the infusion of demonstratives and personal pronouns required that a student truly understand the sentence in order to translate it properly. For these reasons, many students lost a large amount of points on the translation prompts.

Fifteen of the twenty-five students in the sample group marked their sentences in at least one of the three methods discussed in the review of the first test: by labeling the parts of speech, defining the vocabulary above each word, or by chunking. This evidence shows that by the second test students had begun to develop a personal process to translate and to tackle longer, more complex sentences. I believe that this is also evidence that the students were becoming more comfortable tackling syntax in practice, not only when they were required to parse a single word or translate a small phrase as part of an exercise.

I have concluded that because increasing numbers of students did not record their work on paper, that they had become more comfortable with doing the majority of translation preparation mentally. However, approximately five students continued to define each word above the sentence and their tests create an interesting sub-sample to review. This second test

proved me correct to have been concerned when I noticed this method on the first test. Unlike chunking or marking out parts of speech, I believe the use of this word-by-word method misleads a student who must read and understand the sentence and cheats him or her of an accurate translation. For example, the last sentence on the translation portion of the test began *agricolis laudare agros laetos est bonum*. One student wrote “farmers to praise fields happy is good” above each respective word, and ultimately translated the sentence as “To praise farmers of fertile fields is good” instead of “it is good for farmers to praise the fertile fields.” In this case, the student has ignored syntax; whereas perhaps he could have strung together a correct translation using this method in the first test with a bit of intuition and a feel for the overall plot of the sentence, at this point this method is very unlikely to produce reliable results. Memorizing the rules is not sufficient; the successful student must master how grammar works, how the words fit together, and the names and uses of the constructions. When asked to parse *laudare*, the student offered that it was a first conjugation active infinitive, but could not explain syntactically that it was the subjective infinitive of *bonum est*.

I believe that the same method led many students to success in the sentence *huic urbi nomen Carthago est* without truly understanding the use of the dative of possession. While some were able to nicely translate this sentence as “the name of this city is Carthage,” it was clear that many struggled with this phrase. Some answers included “The name Carthage is for this city” or “the name for this city is Carthage.” However, even those who translated the sentence correctly often had problems identifying *urbi* as a dative of possession. On Day 18, the class learned that the dative of possession was one of the uses of the dative case, and that it appears with the verb *sum*, to be. However, throughout the semester, students had difficulty internalizing the fact that not every dative noun is an indirect object. Since the dative of interest was introduced on Day 7,

it is natural that many students who formed an initial attachment to the indirect object dative would become confused about the other uses of the dative case, and instead recover by translating it as 'to' or 'for' as long as they are not asked to identify the exact use. In a similar way, some students have been producing correct answers by translating sentences word for word and their deficiency only appears when they are asked to identify form and syntax. For example, I found evidence that most students were still unsure about the different uses of the infinitive. When asked to parse certain infinitives in Latin to English sentences, the majority of the class lost points, either because they did not remember the specific uses or confused these uses. However, in their translation, they received full marks for simply translating all the infinitives as "to + verb." I hope that this issue does not flare up in subsequent tests because I fear it may cripple students' ability to translate sentences that are more complex.

Section III of the exam asked the students to translate one sentence from English into Latin: "The whole state was eager to praise the skills of our leaders." In reviewing this test, one issue repeatedly arose. The phrase "of our leaders" gave students quite a bit of trouble for three possible reasons. The first is that many students failed to notice that in this phrase the noun was plural. This oversight could easily be blamed on the fact that this was the last word of the test and time was short. However, many students placed "our leaders" in a case other than the genitive, most commonly the dative case. This struck me as an odd mistake to make, since the genitive case is the case most students connect to the concept of possession. Finally, some students also left out the Latin word for "our." I believe that this is the result of a longstanding discussion in the class about which words in Latin are required in a sentence and which are often inferred (commonly "my") and are therefore left out of the Latin.

#### 4.3|Test Three [see Appendix 5]

Chapters 11-15: Third Conjugation Imperfect and Future Tense, Third Declension Adjectives, Fourth Conjugation, Interrogative Pronoun, Pluperfect and Future Perfect, Fourth and Fifth Declension

Average Class Score: 86.5

Over the past three tests, students performed best on Section I. Many wrote out the four principles parts of the requested verb in order to make sure they had the correct stem to form specific tenses (still, a surprisingly large number of students had the perfect stem of *pono* as *ponu-* instead of *posu-*) or jotted down dictionary entries in the margins to make sure stems and genders were correct. A couple forgot that third declension adjectives take the ablative singular termination *-i* instead of the *-e* ending which is the termination of the nouns. Nevertheless, with all the new material introduced in these chapters, it is easy to see how that detail could be overlooked under the pressures of a test. On Day 37, after the third test, the students were reminded that *forti* is the singular ablative form, because *forte* is an adverb and perhaps this helped some remember.

As on the other tests, most students lost points on the Latin to English section. In Section II, sixteen students marked their sentences in some way before translating them. Quite a few students got higher marks without marking their text, able to do what the other students did on paper in their heads, displaying a commendable mental mastery. Unfortunately, I have no evidence of their step-by-step process of translation like I do for the students who wrote out their work. Although there was not as much evidence of chunking as on the last test, many of the students who marked their sentences at least located the verbs in the various clauses in the sentences. This is both a simple and effective method, as it eliminates the confusion from mixing up the subject and verb of the various clauses in these complex sentences.

Overall, the most widespread problem was the correct use of the locative case in two of the sentences. Since this is not a vital concept in the entire curriculum, I am not too concerned that the entire class had difficulty with locative forms. The students were never comfortable with translating nouns in the locative case, most likely because the locative is not one of the main five cases and its forms are similar to the other more common cases. During lecture, the professor told a story about the history of case and taught that locative is an old case substituted by newer cases, and that is why the locative case's endings look like other cases. In the first sentence, the use of the locative in the phrase *domo cessi novae urbis causa* was the cause of many lost points. Students were required to identify *domo* as a "place from which" locative and express the "from home" in the translation. Instead, students who only truly knew the definition of *domo* worked "home" into the rest of the translation in some creative ways.

On a more important note, I became concerned going through all three exams about what I would describe as a lack of intuition in translating. As their professor explained to the students, intuition is a product of logical thought and allows one to know that *corpus* should be translated before *terra* in the sentence *terra corpus est at mens ignis est*. In the first sentence, *dux Troianus reginae dixit*, many students translated *reginae* as "of the Queen." Perhaps they were confused since both the genitive singular and dative singular forms of this noun are identical. However, in this instance especially, intuition should direct one toward parsing the noun as a dative. It helps that in English we usually say we "speak to" a person. Yet, several students' translations read, "the Trojan leader of the queen said." From this evidence, it appears that these students focus on translating each word without taking care to capture the correct meaning of the sentence as a whole. Although morphologically the student would be correct to parse *reginae* as a genitive case, the syntax of the noun in this instance precludes this identification. This leads us back into



the problem of writing the meaning of words above the sentences, the issue which I observed in the previous tests. In an interesting case study, three students used this method extensively in this third test, and all three fared differently. One produced an accurate and smooth translation. Even though the student wrote “of queen” above *reginae*, he or she translated the noun correctly in the end. The second student fared well too, combining this method with chunking. The third student had trouble rendering meaning from the sentence, and based on his or her use of this method, it seems that this student may have been led astray in two places. First, the student incorrectly translated *reginae* as “of the queen” as that is how it was marked above the sentence. This third student just strung a sentence together based on separate definitions. For instance, he begins the translation of “Trojan Leader of the queen said.” This phrasing makes no sense, especially without the addition of the definite article “the” in front of “Trojan Leader.” The mistakes in this sentence seem avoidable once the student realizes that the translation does not read properly, smoothly, or logically. Secondly, in the last sentence of this Latin to English prompt, the student’s translation of *Deus monebat Italiam petere* (God was ordering Italy to stay) is simply wrong (*petere* means “to seek”, not “to stay”). One cannot order a country to do something! Furthermore, this is what the *Trojan leader* is saying, so it is far more intuitive to guess that the god would be ordering this aforementioned man to seek Italy. Even though the grammar could be justified as correct (*Italiam* is in the accusative, the object being affected by the ordering), it is clearly not. I fully expect that the students who use this process of translation will encounter much confusion and will continue to produce incorrect translations when faced with the increasing complexity of the sentences as the semester progresses.

Section III of the exam asked the students to translate the sentence “The powerful leader put faith in the hands of his brave men” into Latin. The majority of students were marked down

for using the adjective *ingens* for “powerful” instead of *potens*. I am reminded of various discussions in class throughout the semester regarding the meanings of words, how one Latin word could have three English definitions, or why some definitions seemed uncommonly specific. For example, on Day 13 while reviewing for the first test, there was a discussion in class about how *magnus* means “big” but rarely “huge” and how words have more specific meanings in Latin than in English. *Ingens* refers to a size, while *potens* refers to power. Along these lines, some student used the noun *homo, hominis* for “men” instead of *vir*. While trying to master linguistic nuance at this early stage of learning a language can no doubt be frustrating to students, one gradually becomes more comfortable understanding the unique and specific meanings of Latin words with more exposure to Latin literature. Students should be reminded not to worry too much about such things at this point in their education. On a final note, I was not very surprised that students lost points when translating the phrase “of his brave men.” Many either left out the word *suorum* or used *sui* or *eorum*. Both in the tutoring sessions and in class, it became clear that the reflexive pronouns and reflexive adjectives were especially troublesome topics.

#### **4.4|Final Exam [see Appendix 6]**

Chapters 1-20, including new material on the Fourth and Fifth Declension, Passive Present and Perfect System and Ablative of Agent, Dependent Clauses, and the Relative Pronoun  
Average Class Score: 81.9

In section one, the majority of students demonstrated their ability to decline noun-adjective pairs just as well as they had done on previous exams. However, issues arose when two questions attempted to test their morphology skills. When students were asked to *provide the third person plural of accipio in all tenses of the indicative, active and passive and the infinitive,*

*active and passive*, nearly half of them made what I would consider serious, but not fundamental, mistakes. Having the students produce forms in this manner, in a method that takes them away from the comfort of working the six forms of a single tense and mood, forces students to think differently and therefore increases the likelihood of mistakes. For instance, when going from producing the present system forms to those of the perfect, some students did not switch to the perfect stem for the perfect, pluperfect, and future perfect active tenses. Others incorrectly isolated the stem from the third principle part; instead of using *accep-*, they used *accepi-*. Most other mistakes in this section of the test involved confusion over vowels or correct forms of the fourth principle part, which must be changed to agree with the number and gender requested. Nevertheless, I am sure these types of mistakes will disappear as students become more accustomed to producing verb forms in the manner of a verb synopsis.

In Section II, the class had six translation assignments with accompanying grammar questions. Students most likely spent a great portion of their test-taking time on this section, as there was quite a bit of writing in the margins and sometimes students would cross out entire lines and restart their translations. I was both pleased and concerned to see less evidence of chunking or other pre-translation work above the sentences. While on the one hand, I am encouraged that students have begun to pick up both speed and accuracy in their mental translations, on the other hand I believe many students would not have made some of the mistakes they did had they taken a few seconds to practice chunking beforehand. Since the sentences were crafted especially to test mastery of relative pronouns and dependent clauses, attempting to translate without first clearly identifying the layers of such sentences caused problems. For example, the sentence *Dum hostes bellum gerunt, senes qui viribus caruerunt domi a militibus relictis sunt* gave many students some trouble, specifically the nested relative

clause. One prudent student isolated the relative clause by circling *qui*, a marker-word that a new clause has begun, and bracketing off the clause from *qui* until the next verb *caruerunt*. This is the procedure for translating such nested clauses that the professor demonstrated in class. Other students employed similar methods with various types of demarcation to the same successful end. The same students who either defined or parsed words above each sentence before translating continued to do so on the final exam, but they no longer seemed to be making mistakes from stringing together these definitions, and I hope that this is a sign of mental mastery. The cause for the majority of other lost points was poor vocabulary, which caused confusion and left holes in the translations. On the other hand, students did particularly well on the accompanying parsing questions, so perhaps they could indeed determine the syntax of words from their noun endings without knowing exactly what they meant.

Everyone had some trouble with Section III, in which students were asked to translate the English sentence “Did you like the book which had been written by that poet?” into Latin. I think that many students were deceived by the shortness of this sentence and did not take into account the fact that this one sentence actually had two parts, one main clause and one relative clause, and that the best way to approach translation would be to work out the subject and verb of each clause in a reverse-chunking method. The three parts of the sentence that caused the biggest problem were the phrase “Did you like,” the use of the correct relative pronoun for “which,” and properly capturing “had been written” into verb form. Translating first “Did you like the book” and then “which had been written by the poet” would have most likely eliminated these issues. Let us begin with the main clause. Surprisingly (though I will grant that everyone was undoubtedly mentally tired by the time they reached the last question), a great many students used the present verb *amas* to translate “did you like”. Surely, this was the result of reading the

prompt too quickly. Some students attempted to translate “did you like” as *placuit tibi* (few successfully) and others used *cupivisti*, albeit incorrectly. To my amusement, one student put down *ames*, unknowingly showing off his mastery of the subjunctive. Nevertheless, their efforts demonstrated the creativity that English to Latin translations can provoke. Let me now move to the problems faced with the relative clause: “which had been written by that poet.” If students had approached this chunk independently from the rest of the sentence, they would have realized that they needed a verb and subject. As a result, the *librum* from the main clause now had to become the subject, and thus the relative pronoun *qui* would be in the nominative case and masculine form. Instead, most students either used the accusative singular relative pronoun *quem*, the neuter *quod*, or did not include any sort of relative pronoun at all, dropping the relative clause altogether. Finally, when it came to translating “had been written,” it seemed that many students did not know what to do with the mutable ending on the fourth principle part *scriptus* and produced *scriptum erat* instead.

#### **4.5|Conclusion**

In looking forward to the next chapter, I am pleased overall with the work of this class. The average scores on each test were commendably strong, and I know from class observation that the majority made an earnest effort to master the material, find answers to their questions, and learn how to navigate successfully the exceptions and irregularities of this new language. The student culture at the College of William and Mary is one that fosters self-incentive to study, and most students are certainly ready to put in extra hours working with the language-- time that is a scarce resource in the classroom. Nevertheless, there are still many ways to improve students’ time in the classroom. In my upcoming chapter, I will present my final recommendations for the

Latin 101 course. I intend for these recommendations to address the disadvantages of the methods outlined in Chapter 2 and the concerns highlighted in this chapter.

## **Chapter 5| Final Recommendations**

In this section, I will offer my final recommendations. It is my hope and intention with this study that the forthcoming list of both specific techniques and general pedagogical suggestions will improve the learning experience of students in the collegiate elementary Latin classroom. While I believe that all of these suggestions are workable to some degree, I acknowledge that some are less practical than others, given the scarcity of time and resources in the classroom. I have chosen to highlight these recommendations regardless because they promote my three objectives for the elementary Latin course, explained in Chapter 2 and outlined here once more for reference.

1. Studying Latin should improve one's understanding and usage of English,
2. Students should develop literary and cultural appreciation for the Romans in their time and understand their influence on our modern world,
3. and Latin should foster the ability to use logical reasoning in an interdisciplinary approach to learning.

In an ideal world, there would be two Latin courses taught at the introductory level. One would be tailored toward those students who intend to concentrate in the Classical Studies. In other departments such as the sciences and mathematics, it is common for there to be two distinct classes for the introductory course, one each for concentrators and non-concentrators. If universities had resources to funnel into such an endeavor, it is most likely that this class would find success in the techniques of the traditional methods of teaching Latin. Many students who excel at classical languages do so because they already possess the analytical skills that lead to a quick mastery of Latin grammar and syntax. On the other hand, the department could gear the second class toward those students who perhaps are seeking to complete a requirement or are simply curious about the language. In this scenario, the needs of each class can be more precisely

and specifically addressed because the motivations of the students have been more accurately targeted. As it is, the elementary Latin course is a mixed classroom and students are not labeled by their motivations. Therefore, when we consider improving the class, we must consider the learning styles, foreign language backgrounds, and motivations of the students as a whole. We must be flexible and willing to try new combinations of teaching techniques.

The following list of recommendations includes three types of suggestions. These include characteristic techniques of both the grammar approach and the direct method that should be continued, more recent innovations and updates to these two methods, and ways in which the two methods can be used in combination to promote success. Within those categories, there are three types of suggestions. First, there are those that the instructor could most easily integrate or emphasize in the classroom given the limitations of time and resources. The second group includes those suggestions that would require more time and effort on behalf of the instructor, while the last group includes suggestions that would require more time from the students. The following recommendations may be adapted as is appropriate for the needs of each distinctive Latin classroom:

### **5.1|Build a solid foundation in Latin grammar.**

Learning Latin can never be divorced from learning grammar. Students performed well on Section I of their four exams throughout the semester. This section tested grammar. Section I mainly tested the students' ability to memorize the conjugations and declension endings and recall whole paradigms as requested. In part, Section III also tested students' fundamental understanding of Latin grammar and syntax by having them translate from English into Latin. Another technique implemented during the semester was the use of random recall, in which the



professor asked a student to parse a randomly selected word. The majority of Latin teachers and professors will continue to agree that the hard, incessant drilling on vocabulary and forms is essential to success,<sup>44</sup> and that success should be measured by how well students recall what they have memorized.

Because the Latin curriculum does not focus on speaking and composition to the extent that a modern language course does, it is true that most of the introductory Latin curriculum is dedicated toward grammar lecture. This intensive focus may be unfamiliar and uncomfortable for many students in class. There are many techniques available for teachers to help students overcome this hurdle. In the class I observed, the professor pointed out similarities of terminations and forms across declensions and encouraged students to find patterns across conjugations to their advantage. To make studying more efficient, she emphasized when context could aid in the derivation of an answer and when “you just have to know it.” For example, from the onset of the first chapter the students were frequently reminded of the importance of memorizing all four of the principle parts of a verb when learning new vocabulary words. This made learning the perfect and the perfect passive tenses easier later in the semester because the students had already committed to memory the forms to which the new tenses add their stems. Because the students did not have to then go back and learn the third and fourth principle parts of all the verbs since the first chapter, the teacher was able to speed through later chapters, thus allowing for more time to read original texts. The professor stressed that memorization leads to steady mental translations. Daily quizzes slowly built up the students’ mastery of the material by promoting frequent interaction with the language. The quizzes required the students to start to learn new material from the beginning of each new chapter and deterred them from waiting until

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<sup>44</sup> Henry 361.

the night before a test to study. Cramming in this manner is not conducive to the internalization of the material.

## **5.2/Take advantage of both the grammar approach and the direct method.**

In his article entitled “Toward Fluency and Accuracy: A Reading Approach to College Latin,” John Gruber-Miller, the editor of the journal *Teaching Classical Languages*, reminds us that there is more to knowing a language than just mastering its grammar.<sup>45</sup> On the other hand, James May, and no doubt many other students and teachers alike, have called rote memorization the legacy of the grammar approach.<sup>46</sup> May wishes that students of Latin would come away from their studies with more than just the ability to regurgitate forms on command, and hopes that they will gain a broader and more long-lasting appreciation of the language. A heavy focus on grammar is firmly established as the cornerstone of an early Latin education. Nevertheless, I concur with Gruber-Miller and May due to the results of my semester-long investigation, and thus I present recommendation 5.2.

Gruber-Miller isolates grammar as only one of the four aspects of learning a language that are required in order for the student to reach a level of competency. These four aspects are:

1. Grammar competency;
2. Sociolinguistic competency, or recognizing the history or culture setting of a text as well as its intended audiences;
3. Discourse competency, or the ability to understand and create a unified text through cohesion and coherence; and
4. Strategic competency, or the ability to use strategies to compensate for a breakdown in communication.<sup>47</sup>

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<sup>45</sup> John Gruber-Miller, "Toward Fluency and Accuracy: A Reading Approach to College Latin." *Latin for the 21<sup>st</sup> Century*, 162-75. Richard LaFleur (ed.), (Glenview, IL: Scott Foresman-Addison Wesley, 1998): 162

<sup>46</sup> James May, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 168.

<sup>47</sup> John Gruber-Miller, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 162-3.

A successful and rounded basic Latin education should include all four of these components. While grammar and discourse competency have been taught successfully in the traditional manner, there is great potential for more emphasis on sociolinguistic competency and more mastery of strategic competency through some of the techniques that are aimed at more natural language acquisition. There is definitely a need for collaboration on some level between the two main schools of Latin pedagogy.

### **5.3|Foster language intuition and strategic competency.**

Continuing to work with Gruber-Miller's model, I stress the importance of what he calls "strategic competency," or the ability to compensate for a breakdown in communication within the text. The greatest issue I encountered when reviewing the students' exams was that they were often unable to accurately translate sentences that contain such breakdowns. These included sentences without explicit subjects, abstract concepts, or ambiguous vocabulary. I have already mentioned in Chapter 4 the students' lack of intuition when they faced ambiguous syntax or verbs with various translations. These students were lacking strategic competency; students should be able to employ strategies such as guessing in context, using grammatical expectations, locating discourse markers, and properly utilizing a Latin dictionary in order to bridge gaps in either their mastery of the language or in the communication of the text.<sup>48</sup> The professor taught the class to form expectations when translating and how to adopt the method of chunking. Chunking is a process of translation that heavily makes use of expectations. Furthermore, the students learned to comb a text for discourse markers, which are words that signify changes in the text. Nevertheless, they no doubt could have benefited from more practice with both of these

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<sup>48</sup> John Gruber-Miller, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 163.

strategies, since they did not seem to have mastered them well on the exams. Coupling these strategies with a firm mastery of grammar and vocabulary will produce strong Latin readers who are well able to use versatility and creativity to navigate original texts. Many students, especially those who do not enter Latin with an inclination for the logical and systematic stylistics of the language, may struggle to grasp these Latin “problem-solving” techniques. For these students, approaching this task with techniques from the direct method may be more beneficial (see Recommendation 5.11).

#### **5.4|Use the students’ language background to their advantage.**

In the language background surveys I confirmed my hypothesis that most students had a background in another foreign language before taking the Latin course. I learned that many students already had at least two years of a modern foreign language (William and Mary suggests students have three years of a foreign language for admission). Most students were comfortable memorizing forms and vocabulary words daily and with speed. This seemed to allow more time to focus on internalization of the material and developing reading skills. There are both advantages and disadvantages to studying elementary Latin in college. Learning Latin after having already studied a modern foreign language in high school can be extremely helpful. I have seen the grammar of Spanish or the morphology of German help students master the vocabulary and navigate the unfamiliar waters of an inflective language, a language in which the endings on words change depending on their job in the sentence.

However, learning Latin in college can be a challenge. The pace of learning must be fast, because the full curriculum is more or less covered in two semesters. There is a great amount that

must be memorized, both grammar and vocabulary wise, and Latin syntax is often quite baffling to students, even to those who are fortunate enough to have good grip on their English grammar.

It would be easier to master Latin grammar if the students had a better grasp of the English language. This seems to be a trend around the country and more than one bewildered teacher has asked a confused class “didn’t you learn this in school?” The answer is unfortunately often “no” or “poorly,” especially when dealing with some of the more technical aspects of English grammar. The professor I observed was able to guide her class through the unfamiliarity of learning a new language by offering up encouraging advice and helpful anecdotes about how she herself, a native Greek speaker, learned English and Latin. She realized that the class’s deficiencies with English grammar were starting to hinder the progress of the class when she began having to explain grammatical concepts as they related to English first, then Latin. For example, the professor lead the class through an activity in the textbook which asked students to read a passage in English and point out the uses of the passive voice. Another activity asked students to identify dependent clauses in an English paragraph. These sorts of activities are often necessary before formal presentation of the Latin grammar in order to make sure the students first fundamentally understand the particular grammatical concept in the language of instruction.

#### **5.5|Offer students different strategies for memorization and rapid recall.**

It is beneficial to expose the class to various paths toward grammar mastery because students learn through different styles. Songs, mnemonics, and other short-cuts are frequently employed in the classrooms of modern foreign languages. I still remember from high school that name-mnemonic “Dr. Mrs. Vandertramp” can be used to remember which verbs in French take the helping verb *être* in the past tense, and my German professor frequently teaches her class

several short songs that outline which prepositions take which cases for their objects. Such study aids have a place in the Latin curriculum as well. The mnemonic “PAIN” is commonly used as a way to remember the exceptions to the rule that most first declension nouns have a feminine gender. Gender is often a new concept to native English speakers, and students who have studied other foreign languages can vouch for the fact that memorizing each noun’s gender is both a laborious and necessary process.

At the end of tutoring sessions, I often advised students to search for “declension songs” on the video-sharing website YouTube. Students from classrooms across the world, mostly from high school courses, have uploaded videos of original songs. These short “declension songs” set the noun endings of a particular declension to a tune which creates for many students a memorable recall device. There are also songs to remember verb endings and prepositions. For example, this song is about prepositions and is set to the tune of “Campton Races.”

*Ab, de, ex, cum, sine, pro*  
Do-da! Do-da!  
All the rest take accusative,  
And some take both!

There is also a song to help students remember the present person endings to verbs. Its lyrics follow the tune of “The Mickey Mouse Song”:

O-S-T-M-U-S-T-I-S-N-T  
Person endings, personal endings,  
Stick them on the end of the stem, stem, stem!  
Come along and sing this song about personal endings:  
O-S-T-M-U-S-T-I-S-N-T

It is often much easier to remember the lyrics to a catchy song than words in a list or chart. By taking advantage of music as a memorization device, students are offered a quick and entertaining way to memorize Latin grammar if they so wish. People learn in different ways;

some students will benefit more from this aural approach while others will have no problem with memorizing in a more traditional manner. Nevertheless, it is important to offer these alternative methods to the whole class, and their distribution can be as efficient as sending out an email with links to such songs online.

Likewise, students who have knowledge of ecclesiastical music may already have a useful way to remember grammar. Many church songs are in Latin and these songs can provide valuable reference points for students. For example, in sixth grade I learned the song “*Hodie Christus Natus Est*” (Today Christ is Born) for a Christmas pageant. Through this song, I became familiar with Latin verb tenses and noun constructions. This familiarity allowed me to more comfortably learn, for example, the perfect passive tense four years later. I was able to more easily remember what a verb in the perfect passive should look like because I could use the lyrics to this song as a reference. Some students may already know the Latin lyrics to the holiday hymn “*Adeste Fideles*.” Students can then use these Latin lyrics, already ingrained in memory, as reference to forms or other aspects of grammar when they are asked to produce forms or parse words on an examination.

It is for this reason that it is important to start the class with a review of Latin words or phrases that have been integrated into the English language through medical and law terminology or state and university mottos. Although this activity could possibly take up more time at the beginning of class than the instructor may feel he or she can allow, it is certainly worth spending at least one minute at the start of each class delving into the origin of common Latin phrases. This practice demonstrates to the students that the Classical world continues to have an influence on the modern. In addition, reviewing Latin mottos and quotations provides a reference point for students to aid in their recall of specific aspects of the grammar. If a student

cannot remember a certain ending or preposition, he or she may be lucky enough to find his answer in one of these song, motto, or phrase references. For example, the phrase *in loco parentis* (in the place of a parent) is a familiar phrase students can refer to in order to recall that the preposition *in* can take the ablative case, that the ablative singular second declension ending is *-o*, and that the third declension genitive singular endings is *-is*. Or perhaps a student has committed to memory that the motto *esse quam videri* means “to be rather than to seem.” He or she can now use it as a reference to remember that *videri* is often translated as “to seem.” Cecil Wooten agrees that teachers should draw on what the students already know to guide them in learning or to help the students discover for themselves what they do not know and need to learn.<sup>49</sup> This is especially important when students begin to learn Latin, since it is more challenging and more of an unfamiliar task to learn Latin for some students than it is to learn English or a romance language.

### **5.6)Address different learning styles with aural and oral techniques.**

I also recommend speaking Latin more in the classroom as a direct method supplement to teaching grammar the traditional way. I do not stress speaking Latin in a conversational manner, but instead urge students to read aloud whenever possible. We should be wary of disregarding the aural-oral aspects of language acquisition simply because Latin is considered a dead language. Nor should we completely abandon “trying to speak the language and hearing it spoken regardless of whether the ability to speak the language is of any inherent practical value to the student (indeed most people who study French never go to France).”<sup>50</sup> Last semester, the students were encouraged to read their sentences assigned for homework aloud. Instead of the

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<sup>49</sup> Wooten, "The First Year Language Course," 54.

<sup>50</sup> Wooten, "The First Year Language Course," 51.



students reading through the sentence in a deadpan manner, they were expected to read aloud with a sense of understanding. The professor urged the students to insert the proper pauses and use a natural cadence whenever and wherever the Latin called for it. Overall, having the students speak just a little encourages them to work more directly with the language without going through the processes of analyzing or translating.<sup>51</sup>

### **5.8| Aim toward speed and fluidity in translation.**

As illustrated in the course description, there was a solid emphasis on reading throughout the semester. “We focus on the fundamentals of the Latin language” the course syllabus reads, “readings and composition exercises focus on the acquisition of solid reading skills. The goal is to begin to experience the pleasure, the challenge, and the reward of reading Latin literature.” For this reason, the professor offered suggestions on how to master and internalize course material in a way that would familiarize students with methods of translation and help them build a natural ability to work quickly with forms and syntax.

This specific introductory Latin course prepared students for reading (i.e. translation with understanding) by priming students to look for certain cases. For example, with *doceo* the instance of the double accusative was introduced. They were taught to use reading expectations and discourse markers to predict sentence patterns. Students learned how to chunk sentences by watching the professor “chunk” readings from the homework. Chunking is a method based on expectations which builds speed in translation and eliminates many of the issues highlighted in Chapter 4. Emphasizing fluidity in reading makes learning to translate Latin similar to the ways students learned to read modern foreign languages. In sum, there is a lot of analytical work in

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<sup>51</sup> Wooten, "The First Year Language Course," 54.

Latin, and, in ways, translating a Latin sentence resembles working through a complicated math problem. Students should be encouraged to begin to consider more deeply the words they are translating and their syntactic relationships; they should be discouraged from becoming too mechanical and detached in their translating process.

### **5.7|Practice Efficient and Effective Translation**

I believe it would smooth out many of the impediments that students encounter when working through sentences if it were possible to spend more time in the classroom guiding students through translations at their seats and on the board. However, since time is the ultimate limitation of the classroom at the collegiate level, I have specifically aimed these recommendations to be able to be implemented within these boundaries. Students should never refer to their written translations in class. Since they have already translated the sentences or passages at home, they should have enough familiarity with the text to allow them to read the sentence in class with speed and understanding. I do not recommend spending a large amount of class time going over last night's homework. As Wooten advised his teaching assistants, "Translation should be reserved for difficult passages, when there is some doubt as to whether students have understood the passage or not; it should be considered a 'last resort' at this early stage of learning the language."<sup>52</sup> Furthermore, all students to learn from their mistakes:

Give students a series of sentences in Latin which contain mistakes in them, then ask a student to tell you what the mistakes are, why they are mistakes, and what the correct forms would be--what Italian teachers call *caccia agli errori*. This is a good way to go over translation passages from English to Latin without taking up too much time.<sup>53</sup>

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<sup>52</sup> Wooten, "The First Year Language Course," 54.

<sup>53</sup> Wooten, "The First Year Language Course," 57.

In addition to prepared translation, sight-reading in class from simple texts should be encouraged. In this way the teacher can see how the student proceeds when he or she translates and then be able to promptly correct his or her technique and give advice on how to proceed better.<sup>54</sup>

As previously emphasized, it is extremely important that students develop a step-by-step method when approaching the translation of a sentence from Latin into English. Unlike when translating a sentence in English, for the most part, a student will rarely produce a smooth, coherent, or accurate translation from simply reading words across down the line. Latin syntax requires one to jump around the sentence when translating. Therefore, it is vital for the students to develop a sense of which syntactic units of a sentence to translate together and in what order. This is especially true if we wish that students of Latin will be able to read the Classics with fluidity and meaning at the end of the 100 level, in the 200 levels, or in upper level Latin classes.

### **5.9|Translate English sentences into Latin.**

In an article by William Gardner Hale entitled “The Art of Reading Latin,” Hale imagined if he were to ask beginning students of Latin to rank which aspects of the new language they felt were most difficult. He concluded that their responses most often included these aspects:

1. The vocabulary
2. The system of inflections.
3. The elaborate use of this system of inflections to express meaning, in place of our simpler modern methods of using prepositions, auxiliaries, and the like: or in a single word, *syntax*.<sup>55</sup>

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<sup>54</sup> Wooten, "The First Year Language Course," 54.

<sup>55</sup> William Gardner Hale, *The Art of Reading Latin: How to Teach It*, (Boston: Grimm & Co, 1887): 7.

Certainly, students groan daily under their ever increasing pile of vocabulary flash cards (I know a student with a shoebox full), and indeed the Latin system of inflective endings and fluid syntax is a new concept to any student who has not already studied German perhaps, or Russian. I have no doubt that teachers are aware of these three difficulties, and both textbooks and instructors earnestly attempt to soften the students' first experiences with Latin. However, there is one more difficulty that I believe is less often addressed, and yet special and careful consideration should be given to it because it is indeed the most foreign element of the Latin language to these new students.

The most formidable difficulty has not been mentioned. The Latin sentence is constructed upon a plan entirely different from that of the English sentence. Until that plan is just as familiar to the student as the English plan, until, for page after page, he takes in ideas as readily and naturally on the one plan as on the other, until, in short, a single steady reading of the sentence carries his mind through the very same development of thought that took place in the mind of the writer, he cannot read Latin otherwise than slowly and painfully.<sup>56</sup>

Truly, the fourth element that most students of elementary Latin would admit to having much difficulty mastering is this:

4. A perfect working familiarity with the Latin ways of constructing sentences.

More practice translating from English into Latin would help students not only master the grammar but also learn the feel and the style of the Latin sentence, the most foreign aspects of the language for many. Teachers can take advantage of the many Latin textbooks which encourage this practice, presenting a significant amount of English sentences for translation in each chapter.. Translating sentences from English into Latin is extremely beneficial exercise for

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<sup>56</sup> Hale 7.

students because it provides an excellent means of practicing forms in a controlled manner<sup>57</sup> and requires students to practice their step-by-step process of translation.

### **5.10 Aim for speed in translation.**

One of the reasons chunking is such a great method for approaching translation is because it speeds up the process by creating chunks of syntactic units which can be translated together instead of in units of individual words. Short and simple dependent clauses, periphrastic phrases, and prepositional phrases can also be translated in chunks. Once the student knows the category or identification of the entire phrase, then he or she can safely produce a translation based merely on vocabulary. For example, when first reviewing a sentence using the chunking method, the wise student would bracket a preposition, the object noun it takes, and any adjectives modifying that noun. These are two or more distinct words, which can be translated as a group instead of individually. Translating by trying to form a coherent sentence by stringing together vocabulary fails to produce accurate or speedy results unless it is used within the context of the chunking method. The success of the chunking method is based upon what Ball and Ellsworth call pattern recognition. Pattern recognition reduces the number of inflected items that the students need to memorize for reading purposes.<sup>58</sup> Ball and Ellsworth explicate, “Traditionally one had to memorize all the different variants of a declension or conjugation, since the traditional approach emphasized to a large degree the *production* of forms.” This continues to be the emphasized in many college Latin classrooms and the focus of the majority of the first semester curriculum. However, whereas the chunking method still puts a heavy emphasis on the ability of

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<sup>57</sup> Wooten, "The First Year Language Course," 54.

<sup>58</sup> Ball and Ellsworth, 4-5.

a student to masterfully parse words and explain syntax, Ball and Ellsworth propose a variant method to improve speed and fluidity of translation.

In keeping with the central aim of our methodology, one need not memorize all the different variants [endings of nouns and verbs], since we are concerned exclusively with *recognition* of the forms...For the purpose of recognition, we have the student memorize the most common variant (which we call a “model,” a more meaningful term than “paradigm”)....They then learn rules explaining how the other variants differ from the most common variant<sup>59</sup>

The underlying focus on recognition of forms is a key concept when building speed, a necessary skill for reading original Latin literature.

### **5. 11 Foster speedy subconscious linguistic processing.**

Claude Pavur summarizes the need to expand the time and effort necessary to build a strong foundation for reading competency.

There [George Ganss<sup>60</sup>] speaks of how medieval and Renaissance methods were superior to our own insofar as those eras provided that ‘constant practice which begets automatic recall.’ Young students were not given the classic works of Cicero or Livy until after they had ‘thoroughly established and practiced the memory associations to the point of spontaneous recall, and had benefited from four to six years of constant practice in speaking Latin.’ At that point, such classics were far more approachable, and they could be appreciated as meaningful works in themselves rather than merely as challenges for one’s translation-powers. Ganss suggests that we spend much more time using very simple thought-units, in writing, reading, and in conversation, until we achieve a certain level of ‘automaticity,’ i.e. reliance on speedy subconscious linguistic processing...The key pedagogical strategy will be to make use of many, short simple sentences for a much longer time than we usually do.<sup>61</sup>

The value of all these methods is that they mimic the natural acquisition of a language. The Romans themselves did not learn their language by memorizing inflective endings—that is not

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<sup>59</sup> Ball and Ellsworth, 4-5.

<sup>60</sup>George S.J. Ganss, "A Historical Sketch of the Teaching of Latin," Appendix 1 in *St. Ignatius's Idea of a Jesuit University* (Milwaukee, Wisconsin: The Marquette University Press, 1956): 218-258.

<sup>61</sup> Pavur.

the natural way to learn a language.<sup>62</sup> The first books given to children learning their native language usually make use of small units of words to build automaticity. For instance, the young readers' series *Dick and Jane*,<sup>63</sup> aimed at students taking their first steps as beginner readers, makes use of short, repetitive sentences, such as the iconic "See Spot; See Spot Run." The young readers, through repetitive recognition, build competency in vocabulary and sentence structure. As Ganss suggests, students of Latin would benefit greatly in their early stages of learning to read Latin sentences from a similar approach. Consider the following syntactic units that form sentences:

Verb.  
Verb Subject.  
Verb Subject Direct Object.  
Verb Subject Direct Object Indirect Object (Second Object, Adverb, Prepositional Phrase)

In essence, working with these small units not only builds "speedy subconscious linguistic processing" but also reaffirms the basic process of approaching the process of translating a sentence demonstrated to the students. The progression of these sentences mimics the six steps of translation that their professor showed them in class:

1. First, one should locate the verb,
2. and then the subject if it is not implied.
3. Locate who or what is affected by the verb, the direct object.
4. Next, locate what is being acted on, which would often be a second accusative.
5. Find the prepositions, and lastly,
6. the adverbs.

Pavur urges a "phrase-based lexical approach in which words and forms are always learned in some sort of verbal context, facilitating the students mental acts of direct understanding." He

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<sup>62</sup> James May, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 149.

<sup>63</sup> In the summer of 2008, I completed a project translating several children's stories, including a *Dick and Jane* reader into Latin.

highlights accelerated internalization as the advantage of focusing on phrase-length units, i.e. the speed and comprehension of translation. He continues to argue that focusing on smaller chunks “creates correspondence not between the Latin word and the English word as much as between the Latin expressions and the sensuous basis of such expression.”<sup>64</sup>

### **5.12|Utilize pre- and post-reading strategies.**

The above strategies are useful for translating individual sentences. We have to help students develop a broader methodology for approaching longer texts. While working with students outside of class, I noticed that some of the frustration with the readings came from a lack of context for the given selection of text. Not only do students become confused by pronouns that seem to have no antecedents, but they are also flustered by unfamiliar names of historical figures and locations. Sometimes they become confused, thinking a person is a place, or vice versa. Most of these issues can be avoided by pre- and post-reading exercises. Gruber-Miller offers a model for reading Latin that takes into account all the information surrounding passage-- information which then can be used to overcome a breakdown in comprehension:<sup>65</sup>

1. Pre-reading, such as brainstorming, examine title/pictures, make predictions from first paragraph
2. Skimming for gist
3. Scanning, look for specific information, words that signal text structure
4. Intensive reading, contextual guessing, recognize discourse markers
5. Post reading, check comprehension<sup>66</sup>

The goal of this method is to create flexible readers who are competent in the strategies that will allow them to read Latin, one of the ultimate goals of the Latin classroom.

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<sup>64</sup> Pavor.

<sup>65</sup> John Gruber-Miller, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 172.

<sup>66</sup> John Gruber-Miller, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 172-3.



Comprehension, which is what differentiates reading from translation, is avidly stressed in this process. Often the students do not take advantage of the short paragraphs before the readings that lay out the “who,” “what,” and “where” of that passage. It is important that students get into the habit of reading these background bits not only to go into the translation with a sense of pre-understanding, but in order to participate in critical reading and analysis of texts that is required of students once they begin to read original work. This is where the difference between reading and translation becomes a crucial consideration, and it is important that students learn to read with understanding early in their Latin careers.

It may appear a large expense of time, resources, and effort to put such a focus on reading comprehension, but I am confident that these small changes will make a great difference.

Wooten suggests that:

You can simply ask a student to explain what a sentence means [...]it does not need to be translated; it is sufficient to have a student explain what the sentence means. Always try to relate sentences in the text to the basics ideas about the Romans or the Roman reaction to life.<sup>67</sup>

Reading comprehension questions help students make connections and gives them a reference point for the sentence, a form of pre-reading. Pavur neatly summarizes the argument of this section in claiming that the maxim of Latin pedagogy should always be “practice comprehension.”<sup>68</sup>

### **5.13 Foster interest and self-discovery.**

I take into consideration the fact that many instructors will be averse to supplementing their traditional method with techniques from the direct method because it may appear an

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<sup>67</sup> Wooten, "The First Year Language Course," 53.

<sup>68</sup> Pavur.

additional demand on their time. However, it is important that these techniques, no matter the pedagogical school, be practiced earnestly, or else their potential will no doubt be wasted on an unenthusiased, unreceptive class. Students are already often shy to parse in class. Unless the teacher injects a certain amount of energy into the room, students will feel silly reading Latin aloud, or feel childish chunking Latin sentences similarly to how they may have broken up English sentences in grade school. As Ball and Ellsworth promulgate, “We must answer to the needs of the student today—no those of twenty or thirty years ago.”<sup>69</sup> Not only must the teacher convey to the students that one can develop *Sprachgefühl* (an intuitive feel of a language’s ins and outs) about a language labeled as static and dead, but the instructor must also “be imbued with enthusiasm for the classics” that goes beyond merely performing his or her basic duty to teach a section of Latin.<sup>70</sup>

It is advantageous to keep in mind that “students learn grammar best when they have the motivation to learn it.”<sup>71</sup> Because the majority of the class may be comprised of students taking the language with no intent of studying the language beyond a year, it may be harder to convince those who will not continue on to advanced Latin to take the time to develop a translation process or practice building reading competency. Therefore, it will benefit all students to view mastering the language as a method to express ideas and solve problems. In textbooks the grammar and syntax is often “thrown” at students, and presented only with a brief explanation or few examples. Teachers can supplement textbooks with their own introductions to concepts, but there can also be a sense of self-discovery when learning Latin. Ball and Ellsworth emphasize teachers should not “give students the answers” as much as they sometimes do.<sup>72</sup> They urge

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<sup>69</sup> Ball and Ellsworth 11.

<sup>70</sup> Henry 362.

<sup>71</sup> John Gruber-Miller, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 163.

<sup>72</sup> Ball and Ellsworth 8.

teachers to walk students through the thought process so they can come to realize the rules of grammar for themselves.<sup>73</sup> There is no doubt, however, that the force of this suggestion is diminished by the practicalities of the course. With certain grammatical concepts, teachers can direct students toward self-discovery by making connections to things they already know, mainly in the English language. The goal is to create a sense of interaction between the student and the language he or she is studying.

The scientific spirit that pervades modern education is in itself the best guarantee that no really vital subject will ever be dropped from the curriculum. The status of Latin is therefore largely dependent upon its correlation with modern interests, as well as its value as a disciplinary agent. Concrete results must be sought and our teaching vitalizes at every point.<sup>74</sup>

#### **5.14|Conclusion**

These are my thirteen recommendations, which have been offered to the community of Latin instructors for consideration by a student, on behalf of students. All of these techniques I have either used in my own experiences tutoring Latin students or have viewed in action in the classroom; they have been tested as workable and flexible to the needs of various students. The results that I have witnessed in my sessions and observations have strengthened my confidence in the ability of these recommendations to benefit students. I am certain that each of these recommendations can be implemented successfully and that even small-scale implementation will produce meaningful results. Through this study, I have been able to do what many Latin instructors cannot; that is, view these techniques in action as a third-party observer. In addition, my status as peer has made me privy to unique student concerns and perspectives that have enhanced the effectiveness of these suggestions by more clearly defining the issues. Those

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<sup>73</sup> Ball and Ellsworth 8.

<sup>74</sup> Henry 362.

students who intend to continue the study of classical languages cannot always be identified from their peers, nor should the course necessarily be taught specifically for the benefit of this minority. Perhaps some of those students who are completing a language requirement or who are simply curious about the language will be moved to concentrate in Latin thanks to these recommendations which helped them acquire analytical skills and inspire them with a love for the language. I share this hope with James May, not only for Latin 101 at William and Mary but in elementary Latin courses across the country:

It is my hope that one of our graduates, 25 years after studying with us, might approach his or her child's Latin teacher, and rather than reciting the first declension, say something like this: "Yes, I took Latin in college, and it was one of the most worthwhile courses that I had. I not only learned the fundamentals of the language, which enabled me to read some original Latin prose and poetry, but I also learned how language works in general. I gained a great appreciation for the intricacies of grammar and syntax, and for expressing myself with precision and clarity. I learned to concentrate, to analyze, to think logically. I also learned a great deal about the culture and world of the ancient Romans, and came to appreciate how moving across time and culture can be a truly multicultural experience."<sup>75</sup>

To conclude, let us turn our attention to those students who choose not to continue to enroll in Latin after their first semester or first year of study. How are we to think about that majority of students who will never take an advanced Latin course, leaving the department once they have completed their language requirement? We should not view their time in Latin as a waste of their resources or our own, for perhaps the discipline, the analytical skill, and the appreciation for language and culture that their time in Latin has fostered within them will lead these students to success in their chosen academic concentrations and in their future careers. It is in these students, and all students, that I am confident that my recommendations will impart something truly lasting.

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<sup>75</sup> James M. May, Richard LaFleur (ed.), *Latin for the 21<sup>st</sup> Century*, 153.

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## Foreign Language Background Survey

Dear Latin Student,

Please take a few minutes to reflect on your history with and expectations of Latin. Your time and answers are invaluable to my research and I sincerely thank you for your time. If you have any questions, I am more than happy to reply at [irmorrisonmonc@gmail.com](mailto:irmorrisonmonc@gmail.com).

1. Name:
2. Year:
3. Did you take Latin in high school? For how many years? Please comment on your experiences with Latin before WM.

3a. Do you feel your previous Latin study has prepared you for Latin 101?

4. Did you or are you currently taking a Foreign Language (besides Latin)? Which language are you taking, and for how many years/semesters?

4a. How do you feel \_\_\_\_\_ (language) has prepared you for Latin?

4b. Have you recognized and similarities between \_\_\_\_\_ (language) and Latin?

5. What is your (intended) major? How do you feel Latin relates to your major? Has, or do you expect, Latin will improve your understanding of your major?



## Foreign Language Background Survey

5a. What is your second major/minor? How do you feel Latin relates to your second major/minor? Has, or do you expect, Latin will improve your understanding of your major?

6. In a short paragraph, why are you taking Latin 101? Comment on all factors which you feel have influenced your decision.

7. Do you intend to take Latin 102? Latin at the 200 level? What factors will influence your decision?

## Foreign Language Background Survey

8. How do you like your textbook? What do you feel are some of its pros and cons?

9. If you have used another Latin textbook in the past, how does your current textbook compare to \_\_\_\_\_ (please provide the names of other Latin textbooks).

10. How do you feel regarding the pace of the course? What is your ideal pace for a foreign language class?

11. What is your opinion of the way you are being taught Latin? Compare your Latin learning experience to that of any other foreign language you have learned.

Class: P

Textbook Chapter: 19

Date: 11/23 No.: 46

Grammar Learned:

- more rel. clause practice

Other Concepts Learned:

• using a rel. clause as a noun

VIC fortis est.

↳ qui in agro laborat fortis est.

Questions:

• will the rel always be nom. in this case? →

↳ whole clause is subject

can't really express in English

• can't use "whosoever", another word + subj constr. "he who..."

Exercises: passage: p147

- underline verbs to locate clauses
- find clause markers
- bracket off secondary clauses
- main clause is what remains out of brackets

• uno tempore = at the same time

Methods:

• identify "rel. clause, object/sub. of laudamus"

• analytical work "it's like math"

• if you see an et not following anything really, wait and see where it connects "et ... et"

• "id" = all that is happening → like a parenthesis → too confusing to be introduced  
"if was inentable"

General Progress of Class:

(stalled on concept) 1 2 3 4 5 6 7 8 9 10 (progressing)

Notes on Class Progress:

• passages confusing bc subject matter foreign and doesn't provide context  
- passage sentences got looming

not v. responsive to see improvement

Exam 1: Chapters 1-5

Part 1: Verbs (18 points)

Conjugate in the present active indicative *debeō*.

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate in the present indicative *sum*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate in the present indicative *erō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Part 2: Nouns and Adjectives (20 points)

Decline *saxum parvum*.

|            | SINGULAR     | PLURAL           |
|------------|--------------|------------------|
| NOMINATIVE | saxum parvum | saxa parva       |
| GENITIVE   | saxi parvi   | saxorum parvorum |
| DATIVE     | saxo parvo   | saxo parvis      |
| ACCUSATIVE | saxum parvum | saxa parva       |
| ABLATIVE   | saxo parvo   | saxo parvis      |

Decline *poëta malus*.

|            | SINGULAR    | PLURAL           |
|------------|-------------|------------------|
| NOMINATIVE | poëta malus | poëtae mali      |
| GENITIVE   | poëtae mali | poëtarum malorum |
| DATIVE     | poëtae malo | poëtae malis     |
| ACCUSATIVE | poëta malum | poëtas malos     |
| ABLATIVE   | poëta malo  | poëtae malis     |

**Part 3: Translation (56 points)**

Translate the following sentences; identify the form and explain the syntax of underlined words.

1. Sapientia poētārum est magna et litterās laudāmus. Puellīs puerisque librōs saepe damus.

2. Agricola bonus in agrō parvō magnā cum cūrā laborat. Dōna nātūrae sunt pulchra.

3. Fēmina cum amīcīs in templum ambulat et dōna portat; tum bonae dīs placent.

4. Nautae ad regnum tuum nāvigāre optant, sed ventī pontum iactant et caelum malum nautās terret.

**Part 4: English to Latin (6 points)**

The good master teaches the girls with great care.

## Exam 2: Chapters 6-10

## Part 1: Verbs (24 points)

Conjugate in the present active indicative of *fugiō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate in the imperfect indicative of *possum*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate in the future active indicative of *teneō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Give the singular imperative of the following verbs:

*dūcō**mittō**nārrō*

Give the present infinitive of the following verbs:

*agō*

*possum*

*faciō*

**Part 2: Nouns and Adjectives (20 points)**

Decline *nostra civitās*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

Decline *novum nōmen*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |



## Part 3: Pronouns (20 points)

Decline the feminine of *ille*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

Decline the neuter of *is*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

**Part 3: Translation (78 points)**

Translate the following sentences; identify the form and explain the syntax of the underlined words.

1. Huic urbī nōmen Carthāgō est. Rēgīna eius, Dīdō, hominem amāvit. Is trāns mare subitō nāvīgāvit et ea doluit. [Carthāgō-inis, Dīdō-ōnis]

2. Romanī hunc virum ducem civitātis creāvērunt. Sed hoc aliīs nōn placēbat et mortem illiūs parābant.

3. O filī, dūc patrem puerumque tēcum ex hāc urbe ad Ītaliā et in illō locō patriam novam aedificā.

4. Agricolīs laudāre agrōs laetōs est bonum. Sed hic poēta clāra carmina dē operīs dōnīsque nātūrae scribere studuit.

**Part 4: English to Latin (7 points)**

The whole state was eager to praise the skills of our leaders.

## Exam 3: Chapters 11-16

## Part 1: Verbs (24 points)

Conjugate the Future active indicative of *sentiō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate the perfect active indicative of *ponō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate the pluperfect active indicative of *gerō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

Conjugate the future perfect active indicative of *sciō*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| 1ST PERSON |          |        |
| 2ND PERSON |          |        |
| 3RD PERSON |          |        |

## Part 2: Nouns and Adjectives (30 points)

Decline *tristis senātus*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

Decline *fēlix rēs*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

Decline *fortis cīvis*

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

**Part 3: Pronouns (10 points)**Decline the neuter of *quis*?

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

**Part 4: Translation (61 points)**

Translate the following sentences; identify the form and explain the syntax of the underlined words.

1. Dux Trōiānus rēgīnae dīxit: "domō cessī novae urbis causā. Deus monēbat Ītaliā petere."

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domō: \_\_\_\_\_

urbis: \_\_\_\_\_

2. Cīvēs indīgnī honōre surgere parāverant et cāsum reī pūblicaē temptāverant. Quis hoc nōn vidēre potuit?

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cāsum: \_\_\_\_\_

Quis: \_\_\_\_\_

3. Militēs Rōmānī īngēns bellum Athēnīs gerent. Brevi tempore, nōn solum Athēnae sed etiam Corinthus ceciderint et inde suī cīvēs Rōmānī erunt [Athēnae-Athenārum; Corinthus-Corinthī].

tempore: \_\_\_\_\_

Athēnīs: \_\_\_\_\_

**Part 4: English to Latin (8 points)**

The powerful leader put faith in the hands of his brave men.

**Extra credit:** 5 bonus points if you give the correct meaning of all the words you are asked to decline or conjugate in parts 1, 2, and 3 of the exam.

*fortūna fortēs iuvat*

## Final Exam: Chapters 1-20

## Part 1: Verbs (32 points)

Provide the third person plural of *accipiō*, in all tenses of the indicative, active and passive, and of the infinitive, active and passive:

## Indicative

|                | ACTIVE | PASSIVE |
|----------------|--------|---------|
| PRESENT        |        |         |
| IMPERFECT      |        |         |
| FUTURE         |        |         |
| PERFECT        |        |         |
| PLUPERFECT     |        |         |
| FUTURE PERFECT |        |         |

## Infinitive

|         | ACTIVE | PASSIVE |
|---------|--------|---------|
| PRESENT |        |         |
| PERFECT |        |         |

Provide second person singular of *videō* in all the tenses of the indicative, active and passive, and of the infinitive, active and passive.

## Indicative

|                | ACTIVE | PASSIVE |
|----------------|--------|---------|
| PRESENT        |        |         |
| IMPERFECT      |        |         |
| FUTURE         |        |         |
| PERFECT        |        |         |
| PLUPERFECT     |        |         |
| FUTURE PERFECT |        |         |

## Infinitive

|         | ACTIVE | PASSIVE |
|---------|--------|---------|
| PRESENT |        |         |
| PERFECT |        |         |

## Part 2: Nouns and Adjectives (30 points)

Decline *potēns exercitus*:

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

Decline *illa spēs*:

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |

Decline *saeva vīs*:

|            | SINGULAR | PLURAL |
|------------|----------|--------|
| NOMINATIVE |          |        |
| GENITIVE   |          |        |
| DATIVE     |          |        |
| ACCUSATIVE |          |        |
| ABLATIVE   |          |        |



**Part 3: Translation (124 points)**

Translate the following sentences; identify and explain the syntax of underlined words.

1. Cum cārī amīcī ad urbem vēnērunt, eōs magnō cum gaudiō accēpimus et grātiās egimus adventūs causā.

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cum...vēnērunt:

---

gaudiō :

---

2. Quod caedēs saevās et impetūs inimīcōrum vitāre cupiunt, illī multa mīlia passuum fugiunt et ad oram castra pōnunt.

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---

impetūs

mīlia :

---

3. Dum hostēs bellum gerunt, senēs quī vīribus caruērunt domī ā mīlitibus relictī sunt; virī saevī ferīque arma suae patriae causā cēpērunt.

---



---

quī:

mīlitibus:

---

4. Equus Trōiānus nōn tractus esse in urbem dēbet; inde arx cecidit, templa versa sunt, domūs incensae sunt, metūs timōrēsque per urbem surrēxērunt.

\_\_\_\_\_

\_\_\_\_\_

tractus esse:

\_\_\_\_\_

domūs:

\_\_\_\_\_

5. Postquam nāvis flūctibus dūrīs fracta erat, Graecus tristis fessusque ad lītus propinquum advēnit et deam similem uxorī suae invēnit.

\_\_\_\_\_

\_\_\_\_\_

flūctibus:

\_\_\_\_\_

uxorī:

\_\_\_\_\_

6. Vir, quem poēta cum arte cecinit, urbem novam condidit; sed fēmina quam Trōiānus amāvit relicta erat ob fātum et dolōre sē cecīdit.

\_\_\_\_\_

\_\_\_\_\_

quem:

\_\_\_\_\_

sē:

\_\_\_\_\_

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Nömen: \_\_\_\_\_

**Part 4: English to Latin (5 points)**

Did you like the book which had been written by that poet?

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*fortūna fortēs iuvat*