

TEACHER'S MANUAL  
FOR  
HENLE LATIN SERIES  
FIRST AND SECOND YEARS

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## TABLE OF CONTENTS

INTRODUCTION . . . . .	1
PART ONE: GENERAL PRINCIPLES OF METHOD . . . . .	2
PART TWO: FIRST YEAR LATIN . . . . .	12
UNIT ONE . . . . .	12
Lesson 1 . . . . .	14
Lesson 2 . . . . .	20
Lesson 3 . . . . .	23
Lesson 4 . . . . .	25
Lesson 5 . . . . .	27
Lesson 6 . . . . .	27
Review . . . . .	27
Formal Drills . . . . .	28
Game Drills . . . . .	31
UNIT TWO . . . . .	33
Lesson 7 . . . . .	33
Lesson 8 . . . . .	35
Review Vocabulary No. 1 . . . . .	36
UNIT THREE . . . . .	36
Lesson 9 . . . . .	36
Lesson 10 . . . . .	39
Lesson 11 . . . . .	39
Lesson 12 . . . . .	42
Lesson 13 . . . . .	43
Lesson 14 . . . . .	44
Lesson 15 . . . . .	44
Work Sheets for Drills . . . . .	44

UNIT FOUR . . . . .	47
Lesson 16 . . . . .	47
UNIT FIVE . . . . .	47
Lesson 17 . . . . .	47
Lesson 19 . . . . .	48
Lesson 20 . . . . .	49
Lesson 21 . . . . .	49
UNIT SIX . . . . .	49
Lesson 22 . . . . .	49
Lesson 23 . . . . .	52
Lesson 24 . . . . .	52
UNIT SEVEN . . . . .	55
Lesson 25 . . . . .	55
Lesson 26 . . . . .	57
UNIT EIGHT . . . . .	59
Lesson 27 . . . . .	59
Lesson 28 . . . . .	59
Lesson 29 . . . . .	59
UNIT NINE . . . . .	60
Lesson 30 . . . . .	60
Lesson 32 . . . . .	61
Lesson 33 . . . . .	61
Lesson 34 . . . . .	61
UNIT TEN . . . . .	62
Lesson 35 . . . . .	62
UNIT ELEVEN . . . . .	62
Lesson 37 . . . . .	62
UNITS TWELVE, THIRTEEN, AND FOURTEEN . . . . .	63

PART THREE: SECOND YEAR LATIN . . . . .	64
Lesson 1 . . . . .	64
Lesson 2 . . . . .	65
Lesson 3 . . . . .	66
Lesson 4 . . . . .	66
Lesson 5 . . . . .	67
Lesson 6 . . . . .	69
Lesson 7 . . . . .	71
Lesson 8 . . . . .	71
Lesson 9 . . . . .	72
Lesson 10 . . . . .	72
Lesson 11 . . . . .	73
Lesson 12 . . . . .	74
Lesson 13 . . . . .	76
Lesson 14 . . . . .	77
Lesson 15 . . . . .	77
Lesson 16 . . . . .	78
Lesson 17 . . . . .	78
Lesson 18 . . . . .	78
Lesson 19 . . . . .	80
Lesson 20 . . . . .	81
Lesson 21 . . . . .	84
Lesson 22 . . . . .	85
Lesson 23 . . . . .	85
Lesson 24 . . . . .	86
Lesson 25 . . . . .	86
Lesson 26 . . . . .	87
Lesson 27 . . . . .	88
Lesson 28 . . . . .	90
Lesson 29 . . . . .	91

Lesson 30 . . . . .	92
Lesson 31 . . . . .	92
Lesson 32 . . . . .	92
VOCABULARY CHARTS . . . . .	93
VISUAL AIDS FOR THE TEACHING OF LATIN . . . . .	102
Films . . . . .	102
Filmstrips . . . . .	102
Maps and Charts . . . . .	103
Prints . . . . .	103
Projects . . . . .	103
Slides . . . . .	104
Miscellaneous . . . . .	105

## INTRODUCTION

The Henle Latin Series differs from the majority of the Latin series now in use both in its aims and in its methods. The Classical Investigation of the twenties, revealing as it did that many students drop the study of Latin after a single year and that few students attain to any real mastery of the language, led to a general acceptance of the principle that mastery should be subordinated to the presentation of material (especially in first year) interesting in itself and possessed of some utilitarian value. The author of the Henle Latin Series has chosen as his goals linguistic training and humanistic insight, which goals he believes should be reached through mastery of the language itself and through the study of classics selected and interpreted with a view to developing in the student certain attitudes, appreciations, and ideals.

He believes that a student, in order to obtain the greatest possible benefit from the study of Latin, should arrive at a certain mastery of Latin. If mastery was difficult in the past, the explanation is to be sought in the fact that the amount to be mastered was needlessly great and in the fact that the methods for arriving at mastery were poorly chosen. The Henle Latin Series provides for that amount of mastery which is essential. It concentrates all effort on the thorough mastery of the necessary forms, of the basic syntax, and of a practical working vocabulary. Forms, syntax, and vocabulary are not presented as things worth while in themselves, but as a foundation upon which can be built ability to read and translate Latin. The Henle Latin Series accepts whatever is good in modern methods of teaching without abandoning the traditional insistence on mastery of the fundamentals. It is therefore an integration of the old and the new.

This manual offers explanations and suggestions for teaching the first two books of the series, *FIRST YEAR LATIN* and *SECOND YEAR LATIN*, that will enable teachers to make the best use of the well-organized plan according to which these textbooks were developed. These explanations and suggestions are divided into three parts.

## PART ONE: GENERAL PRINCIPLES OF METHOD

## Teaching for Mastery

The modern subjects that have been added to the curriculum have produced a limitation of the time and effort available for the classical languages. There is no longer room for luxuries in the study of Latin. Thoroughness has become the most difficult of educational achievements, and it is possible only with concentration and economy of effort. The most fundamental of all the principles with which the teacher should be acquainted is the principle of teaching for mastery.

What does the concept of mastery imply? What is its nature, and how is it achieved? Mastery implies first of all *habitual* knowledge and *lasting* abilities. Good performance in a classroom recitation or a good showing in an examination for which there has been immediate preparation is not in itself proof of mastery. Habitual knowledge is knowledge which is always within the control of the mind and will and which can be recalled and used without previous reviewing. Hence the only adequate gauge of mastery lies in surprise tests and comprehensive examinations. Merely offering the matter day by day and being content with a good recitation on a limited area of prepared matter is *not* teaching for mastery. The knowledge carried over the summer, the knowledge that does not vanish within a few months after a test, is habitual knowledge. Most of us have an habitual knowledge of the multiplication tables. We have really mastered them. A student in third-year Latin who cannot, without preparation, recognize and analyze a purpose clause has no mastery of the purpose clause.

Besides habitual knowledge and lasting abilities, mastery implies *accuracy*. If a student cannot tell you whether the genitive plural of *rēx* ends in *-um* or in *-ium*, he does not have mastery. If he *thinks* that a certain clause is *some sort* of temporal clause, if he remembers only that a certain verb takes some case other than the accusative, if he selects the right mood for a construction but is not sure of the tense required—in all these cases his knowl-

edge is not mastery, for it is not sufficiently accurate to enable him to do his work correctly.

Mastery also implies a high degree of *sureness*. If the student is guessing or if he thinks a form *might be* so-and-so, he has not arrived at mastery. The student must be able to *use* his knowledge and *assert* it with confidence.

Mastery implies, finally, *facility in use*. This facility admits of degrees, but if his performance is labored and slow, then certainly the student does not have mastery. If he declines a word with hesitation and many false starts, he has not attained mastery.

Mastery may therefore be defined as the *possession of a knowledge clearly understood, habitually and accurately retained, and easily reduced to practice*.

All the materials that form the basis of an academic course—facts, models, principles—should be reduced to this type of knowledge; it is the only knowledge that has real and ultimate educational value. In view of this fact it is clear that slipshod, scattered, and inaccurate knowledge has a positively deleterious effect on mind and character.

How is mastery gained? The initial step in teaching for mastery is that of the presentation of the matter to be learned. This presentation should involve activity on the part of the student and should as far as possible build—dynamically and intelligibly—on what the student already knows. For example, a student knows *servus* and other *-us* and *-um* words of the second declension. When *ager* is introduced in Lesson 16 it is presented by means of a development made by the student himself from his knowledge of *servus*. Merely assigning for memorization the full declension of *ager* is not enough. The student should be told that *ager* and other words like it have the same endings as *servus* except in the nominative, and he should then be required to complete the declension without referring to the GRAMMAR. Activity on the part of the student is a necessary part of the presentation of new matter. As far as possible he himself should work out the new developments. Memory unaided by thought is not likely to produce lasting knowledge.

The procedure followed consistently in the Henle Latin Series for presenting new material comprises three steps:

1. The student first sees a concrete example, which embodies the new point to be learned. This is in conformity with the normal process of thinking, for the mind understands the universal through apprehending the particular. A mere universal statement or rule means little unless supported by the concrete example. This is a vital point in teaching.
2. The student is then presented with a formula, a universal statement, and this he is expected to memorize. Accuracy and economy of teaching and studying are both impossible without a thoroughly mastered frame of reference, in this case a model paradigm or a generalized rule. Knowledge of the formula gives the student control over all instances similar to the example.
3. The first two steps are preliminary to the true learning. At this point the student can hardly be said to know the matter in hand. The knowledge has only a slight foothold, and practice alone will make it functional. As the third step the student is immediately required to go through the new matter. If it is a model, let him read it and point out the differences or similarities with models already learned; let him attempt to recite it. If it is a principle of syntax, he may run through a number of easy examples immediately. However clear the example and the explanation, the teacher will often find that students have not grasped the full meaning of the formal presentation. No teacher can make an abstract explanation so clear that correct use will follow as a matter of course. The immediate application of the formula in exercises is therefore imperative. It enables the teacher to see where additional explanation or correction of misunderstandings is necessary; it enables the student to see where his own understanding of the matter is inadequate or faulty. This practice is part of the presentation itself.

The presentation and the immediate active response of the student as described in these three points are only the beginning of mastery teaching. Written exercises and private study are now necessary to ensure successful participation in the classroom reci-

tation of the following day. This recitation will then reveal any remaining inadequacies in the original presentation. It will usually be necessary to present a second time certain aspects of the matter, either to the class as a whole or to certain individuals.

This practice and supplementary explanation will have increased the student's understanding of the new matter to a large extent and will have prepared him to use it accurately. At this point the application of the mastery formula begins: testing, re-teaching, and repetition over lengthening periods of time. By this means the teacher must see that the student converts his preliminary knowledge into habitual knowledge. The textbook provides exercises for private study and classwork, and the matter of one section is repeated in subsequent sections so that there is a constant review. In addition, systematic review exercises are found throughout the book. The teacher should go even beyond this in order to ensure adequate testing and repetition over lengthening periods of time, planning reviews and review tests to fit the needs of his particular class.

The following out of this formula requires the teacher to *plan*. He must keep himself informed of each item as it is taught, watching tests and homework assignments day by day, preparing daily programs involving continuous repetition that allows for ever-lengthening periods of maturation. The intervals at first should be very short; once presented, a point must be reviewed daily for some time in various ways; then the time should be systematically lengthened. Mastery requires a long period of time and the repetitions called for need not be elaborate or prolonged. A few minutes of classroom repetition are as effective as a long period, provided the matter is clearly brought to the attention of each student and is actively responded to by each.

The LATIN PROGRESS TESTS, FIRST YEAR and SECOND YEAR, may be used either for testing the mastery of pupils or as workbooks. They are objective, require little time, and are excellent for diagnosis and motivation.

Mastery teaching requires considerable planning and close attention to the progress and the difficulties of the class. In this course

it is absolutely essential, the whole plan being cumulative. **FIRST YEAR LATIN**, and in fact all the books of the series, is so designed as to provide ample material for fast-moving groups and to lay the foundation for pupils unable to cover the entire book. The first six units are required matter for every class and must be covered by every teacher. But the exercises of **SECOND YEAR LATIN** review all of the essential vocabulary and grammar taught in Units Seven to Fourteen. A teacher who does not succeed in covering the final units need not be apprehensive concerning the ability of the class to read Caesar in second year if the pupils have thoroughly mastered the first six units.

It must be understood that points cannot be mastered all at once and that lessons cannot be prolonged with this intention in view. A period of rest or assimilation is essential. The formula indicates this. As soon as a preliminary mastery, a classroom-recitation mastery, is achieved, the teacher should go on to new matter, always of course keeping up the systematic review. The textbook is arranged so that this may be done with ease. It is well to take some new matter each day.

The exercises and lessons of the book are constructed and arranged precisely to allow for this type of mastery teaching. The subject matter of the course is divided into units, which cover certain large areas; for example, Unit One treats of nouns, Unit Three of verbs, and Unit Six of certain subjunctive forms, purpose clauses, and relative clauses. Each unit comprises a number of lessons and the lessons are in turn divided into numbered sections. Each section represents a short step forward, some new point to be learned and exercises to be used immediately after the presentation and for homework assignments. The exercises marked "essential" are those which are absolutely required for basic practice in the points being taught. They should never be omitted, and when time is limited should always be preferred to those not so marked. When assigned as written work they should be corrected by the teacher, and any important corrections should be explained.

A section is not intended to represent a day's lesson. Frequently it will be desirable to take two or more sections in a single class

period. This arrangement in sections allows the teacher to determine exactly how much matter can and ought to be covered in the time available, and to stop at any point and still find exercises that adequately cover the matter just seen without presupposing anything not yet taught. In some cases the sections have a close logical relationship, and for these the vocabulary is adjusted to allow a faster progress, and the more elaborate exercises for written work are given at the end of the last section. Thus Sections 1, 2, and 3 of Lesson 17 have a single vocabulary, and translation exercises appear only in Section 3. All exercises are built up to repeat constantly the matter already seen. In addition special review exercises are provided to stress certain important or difficult points; for example, the gender of third-declension nouns.

Each section contains a certain amount of explanations, a basis for the initial presentation of the matter and supplementary to the corresponding formulae in the **GRAMMAR**. This does not mean that the teacher should say, "Read page 72 and memorize the declension of *magnus, a, um* as given in the **GRAMMAR**." He must give his own explanation in the classroom, and is free to give it in his own way, without, however, using different terminology or substituting his own rules for those in the **GRAMMAR**. To say "ablative of specification" when the author uses the term "ablative of respect" or to allow a different wording of rules than that given in the **GRAMMAR** is detrimental to the smooth progress of the course. Students will repeat these grammar rules and terms in second, third, and fourth years, perhaps under other teachers, and must not be confused. Individuality in the teacher is undoubtedly to be encouraged, but it should manifest itself in helpful explanations of what is in the textbook, not in the presentation of material at variance with what is in the textbook. Any other principle of action would result in confusion.

### The Teaching of Vocabulary

Hardly less important to the success of this course than the method of teaching for mastery is the method of selecting and teaching the vocabulary.

It is in the realm of vocabulary that one of the fundamental points of difference in this series appears. The body of words chosen for this course is much smaller than that usually expected in Latin classes. The basic words have been chosen almost exclusively from the actual selections for reading that are to appear in second, third, and fourth years. All together, they provide a good general Latin vocabulary, free of words perhaps useful in elementary exercises but never encountered in Latin authors. There are almost no words used in *FIRST YEAR LATIN* that are not part of this basic vocabulary, and where such words do occur they appear as footnotes at the bottom of the page and are not meant to be learned. Throughout the four years the basic words are presented in exactly the same way, with the same spellings, parts, and so forth. From the moment a word is given for learning, it is expected to become a part of the habitual knowledge of the student. Thus every semester reteaches the vocabulary of the previous parts of the course, every examination presupposes the words that have been given in previous semesters. With this type of emphasis and repetition it is expected that knowledge will pass into habitual knowledge, acquaintance into mastery.

Emphasis and repetition are effective toward this end only because the presentation of the words follows a set plan. The words are given in the vocabularies fully equipped for action; that is, genitives, complete principal parts, constructions, and everything that is necessary for the intelligent and accurate use of the word is given. Furthermore, this "equipment" is made to dovetail with and complete the rules of the *GRAMMAR*. Thus, instead of a complicated rule for gender in the third declension, together with a long list of exceptions, the *GRAMMAR* gives a simple and easily remembered rule. Then in the vocabularies every noun following this rule is given without an indication of gender. Thus *lēx*, *lēgis* has no indication of its feminine gender, since it follows the simple *SOX* rule in the *GRAMMAR*. On the other hand, every exception to this rule is indicated; for example, *homō*, *hominis*, m. There need never be any doubt in the mind of the student about the application of the general rule if he has been taught the vocab-

ularies carefully. The same dovetailing is made for the other rules; exceptions are duly marked in the vocabulary and are learned as part of the equipment of the word; unmarked words invariably follow the rule.

The rules of syntax are completed in the same way. Many rules, such as the one for noun *ut*-clauses or the accusative with the infinitive, cover a number of verbs, but of these verbs no common class can be formed. In the *GRAMMAR*, therefore, the rule is given so as to explain the nature and conditions of the construction; in the vocabularies every verb taking this construction is indicated by the simple notations *ut (nē)* or *acc. w. infn.* If this has been learned as part of the equipment of the verb, the student knows infallibly when to apply the rule of the *GRAMMAR*. The teacher should insist that the student learn, recite, and write the words precisely as they are set down. The vocabularies must be learned both from English to Latin and from Latin to English.

When a vocabulary is assigned for learning, especially in the first year, a prelection or preview should be given and the following points covered:

1. Make certain that the student understands all the abbreviations used.
2. Explain carefully any exceptional points; ask for the genders in cases where the rule is already known; for third-declension words ask for the genitive plurals as well and insist on an accurate knowledge of the general rules covering *-ium* words.
3. Be sure the class can pronounce the words. Read the words aloud and have the students repeat them after you. It is very hard for a person to memorize something he does not understand or cannot pronounce; the Latin student will approach vocabulary study at home with much less diffidence and reluctance if a start has already been made in class.

In the first and second years there should be *daily* review and drill on words, both in their stylized form as they appear in vocabularies and in phrases and sentences. Such review may be brief but should be repeated daily. The mastery formula—testing, re-teaching, and repetition over lengthening periods of time—applies



to vocabulary as well as to declensions, conjugations, and constructions. All tests should be cumulative with regard to vocabulary. The learning of vocabulary is obviously essential to progress in Latin; without it no systematic advance whatever can be made.

### The Teaching of Declensions

The teaching of the declensions involves two main steps: (1) the presentation of models, which are to be memorized, and (2) abundant practice to reduce such models to easy recognition and use. The student can form or analyze most of the cases of Latin nouns that he will meet by means of one key rule and two supplementary rules. The key rule is: "The model to be followed and the stem are determined primarily from the genitive case." The two secondary rules are: "In the second declension the ending of the nominative (-us or -um) must be considered." "In the third declension the gender and the rules for genitive endings (-um or -ium) determine the model to be followed."

The following method of teaching the declensions has been found to be very successful:

1. Introduce the idea of declension. The beginner is often confused by the very notion of declension, since it appears to have no counterpart in English. The introduction of Unit One, pp. 3-5, gives the teacher some suggestions for presenting this topic by reviewing the declension of the personal pronoun in English. This introductory matter must be presented in some form by the teacher; it is not enough to have students merely read the explanation given in the textbook.
2. Present the model. Stress the stem, the endings, the meanings. At the same time present the rules for gender and the notes that accompany the declension.
3. Call for the declension of similar words once the model has been seen and the rules and notes are understood.
4. Require students to form individual cases as you name them and to identify and translate the individual cases.
5. Give exercises in which the students must analyze and translate such cases as they occur in phrases and sentences. This implies

a mastery of rules governing case usages. Such rules of syntax<sup>1</sup> are introduced gradually; for example, the dative of indirect object is introduced as soon as the second declension is learned, but other uses of the dative are explained much later.

6. Work for immediate recognition of case forms at sight and for quick recall for use in expression. This ability grows slowly with the students, but careful teaching in the beginning will help to give the student a growing sense of power and a corresponding eagerness to improve.

7. Review the declensions previously studied. After a new form has been introduced and mastered, present exercises in which the student is required to determine the model to be followed.

The command of forms and the understanding of the relationships expressed by these forms should always be kept in view. The following methods have been found helpful as supplementary to the formal training and drilling explained above:

1. Teach the student to reread Latin sentences after he has analyzed and translated them with a view to associating the meaning directly with the Latin words in the Latin order.
2. Teach him occasionally to read for comprehension in the Latin order, taking a sentence phrase by phrase.<sup>2</sup> The analytical method will serve as an accurate check on his comprehension and translation.
3. Use a bit of Latin in classroom situations: e.g., *ita, nōn, bene, quid? cūr?*
4. Have the student memorize and become familiar with good Latin sentences and phrases, such as the mottoes, selections from the Mass, and so forth. Emphasize that he should try to understand these directly, without a process of translation.

<sup>1</sup> The steps in teaching rules of syntax are those outlined above for mastery teaching: (1) formal presentation based on concrete examples; (2) immediate use in obvious and simple examples; (3) written work; and (4) continued formal review of rule and functional exercise according to the mastery formula.

<sup>2</sup> Cf. *On Reading and Translating Latin*, by Hugh P. O'Neill and William R. Hennes. Chicago: Loyola University Press, 1929.