From the inception of Bolchazy-Carducci Publishers, Marie Carducci Bolchazy has been a vital force in the company and an invested partner with her husband, the late Lou Bolchazy.

An educator to the core, Marie first taught at all levels from elementary through college. Later, armed with a doctorate in education, she became a reading and language arts specialist and coordinator for several public school districts. This background has always informed Marie’s contribution to Bolchazy-Carducci Publishers. She joined the company full time in 1993.

Even before that time, Marie regularly joined Lou in attending classics conferences across the USA and in Europe. She recalls with fondness the camaraderie and friendships with colleagues they enjoyed over the years, especially at the annual summer institutes of the American Classical League.

Always an avid champion of Bolchazy-Carducci Publishers, Marie has relished the challenges of promoting the company’s initiatives in responsible popularization of Latin and the classics. She spearheaded special marketing efforts and scored significant placements in the popular press, the apex of which was a 2001 front-page placement in none other than the Wall Street Journal of its story on Bolchazy-Carducci’s Quomodo Invidosiusus nomine GRINCHUS Christi natalem Abrogaverit: How the Grinch Stole Christmas in Latin.

When Bolchazy-Carducci issued the series Artes Latinae in a new, electronic format for independent learners and homeschoolers, Marie took herself through the series to learn beginning Latin, determined to be the most authentic spokesperson for the series. Insights from her experience fostered steady sales.

Enthusiasm for Latin further led Marie to author the I Am Reading Latin series for children as young as four. That series in turn inspired the I Am Reading Latin Stories series by Rose Williams, and both have gained popularity with the rise in comprehensible instruction in the schools.

In 2012 Marie assumed the presidency of Bolchazy-Carducci Publishers following Lou’s death. Under her leadership, the company has continued to flourish. She is proud of the widespread adoption of the Latin for the New Millennium series and the publication last year of its second edition.

Marie has fostered a company culture that prides itself on excellent customer service, responsiveness to the needs of the classics community, and a staff known for its professionalism. Staff rely on her honesty, integrity, and encouragement to individual growth. She cultivates in the company, its authors, and its customers a genuine spirit of being a part of the Bolchazy-Carducci family.

Marie will retire from the day-to-day operations of Bolchazy-Carducci in January of 2018, but she will continue to oversee the company as chair of its board of directors. Allan Bolchazy, who has been the vice president of Bolchazy-Carducci Publishers since 2008, will also be leaving to pursue other opportunities.

Please join us in celebrating Marie’s and Allan’s many contributions and successes at Bolchazy-Carducci and in wishing them well in these new chapters of their lives.

*Editor’s Note: Bolchazy-Carducci is in the process of again updating the digital version of this Latin textbook series.
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*These products have been developed independently from and are not endorsed by the International Baccalaureate (IB).
Latin for the New Millennium is in use throughout the United States as well as in other countries in middle and secondary schools and at colleges and universities. Teachers praise the series for its transdisciplinary and global focus, its “smart pedagogy,” its synthesis of best practices, and its careful fusion of the traditional grammar approach and the reading method. They appreciate the aural-oral components and the texts’ groundbreaking inclusion of the full, rich legacy of Latin literature that extends through the Renaissance. In addition, teachers and students find the texts attractive and visually stimulating.

Teacher suggestions for improvements to Levels 1 and 2 led Bolchazy-Carducci Publishers, who pride themselves on responding to teacher needs, to develop a second edition of Latin for the New Millennium, Levels 1 and 2. The new texts feature a richer focus on English derivatives study as well as new exercises that provide drill and reinforcement of forms and scaffolding activities for more complex concepts like the indirect statement.

For a list of substantive changes found in the second edition, please consult www.lnm.bolchazy.com. As you peruse the following pages, note the NEW icon that calls attention to changes in the second edition texts.
Fusing the traditional grammar approach with the reading method, *Latin for the New Millennium* celebrates and includes the other three-fourths of our Latin legacy—its full continuum into the Renaissance and the modern age.

The Second Edition offers new exercises and features in response to teacher suggestions for improvements.

Latin readings in *Level 1* introduce ancient Roman literature, from the playwright Plautus to the philosopher Boethius. Students also encounter Caesar, Catullus, Cicero, Horace, Ovid, Pliny, and Vergil.

Latin readings in *Level 2* have students traversing Europe as they read Latin authors of the Middle Ages and Renaissance—from Bede and Britain to Copernicus and heliocentrism—and sailing the Atlantic as they read from Sepúlveda’s account of Columbus’s journey.

Each chapter of Level 2 keeps students firmly planted in classical Latin with an unadapted reading from Nepos’s *Life of Atticus*.

**Reading Vocabulary always faces the Latin passage.**

- *indicates a Vocabulary to Learn word

**READING**

*Heleoisae ad A巴巴GARDUM*

> Abaeliae diem iuniorum patris, consag. (mosae foliis) Heliosae nodum (mosae foliis) satus dicit.

Legi epistulam quam ad omni in se riparit et de calamitatibus suis narrat. Propter veritas magis disce num capis. Disputa.

\[\text{Vocabulary:} \text{Abaelium (mosae foliis), consag. (mosae foliis) Heliosae nodum (mosae foliis) satus dicit.}\]

- * indicates a Vocabulary to Learn word

**COMPREHENSION QUESTIONS**

1. What has caused Helio to write this letter to A巴巴GARDUM?
2. Why did Helio write this letter to A巴巴GARDUM?
3. Where did A巴巴GARDUM live, and what was the reason for the letter's journey?

**Features of Latin for the New Millennium, Levels 1 and 2:**

- A literary vocabulary geared to that found in classical Latin
- Conversational exercises that introduce everyday expressions
- Latin readings that stimulate discussion of significant concepts
- Essays on classical mythology, daily life, and cultural topics that relate to the Latin readings
- Essays written by university scholars that connect the ancient and post-antique world to the modern
- Derivatives exercise in every chapter

Teacher’s Manuals provide translations for Latin passages and answers to exercises as well as optional aural-oral activities, Teaching Tips, and comprehension questions for the English background essays in each Unit Review. New background notes on derivatives support the richer focus on English derivatives study in the student texts and workbooks.

**Learning the Latin Language by Exploring Latin Literature**

Full-color images enrich the readings and provide instruction through informative captions.

Teacher’s Manuals provide translations for Latin passages and answers to exercises as well as optional aural-oral activities, Teaching Tips, and comprehension questions for the English background essays in each Unit Review. New background notes on derivatives support the richer focus on English derivatives study in the student texts and workbooks.
FUSION APPROACH
GRAMMAR DRAWN DIRECTLY FROM LATIN READINGS

Plentiful English-to-Latin and Latin-to-English EXERCISES reinforce the new grammar and morphology.

Each grammar or syntax concept is presented separately as a LANGUAGE FACT.

BY THE WAY provides additional information or insight.

Examples of the concept are excerpted from the chapter’s Latin reading. The grammar in each LANGUAGE FACT flows directly from the Latin reading.

“LNM’s fusion of reading, grammar-translation, and aural-oral communication-friendly approaches is based on the best in current Latin pedagogy. A particular strength of the series is its teaching of the importance of context in learning Latin.”

– Ronnie Ancona
Hunter College and the CUNY Graduate Center

Complete morphology charts from the outset. Students are able to see the big picture.

STUDY TIP provides student-friendly assistance in the form of a mnemonic device, an alternative explanation, or a clarification for complex concepts.
REVIEW SECTIONS

Each REVIEW presents the three chapters’ VOCABULARY TO LEARN in a VOCABULARY TO KNOW list organized by part of speech.

For every three chapters, a REVIEW offers a set of new exercises to test cumulative mastery of the new grammar and syntax.

EXERCISES are designed to build on one another for a spiraling effect and deeper comprehension.

EXTENSION MATERIALS IN REVIEW SECTIONS

MYTHOLOGY essays in LNM 1 introduce students to the basic stories of the twelve Olympians. Mythology essays in LNM 2 introduce students to heroes. Each essay culminates in a Latin reading.

CONNECTING essays discuss aspects of Roman and post-antique culture and daily life encountered in the chapter Latin readings.

EXPLORING essays, by scholars from across the United States, give students a taste of scholarly writing and insight into key topics raised by the Latin chapter readings.

MĪRĀBILE AUDĪTŪ sections provide themed Latin phrases, mottoes, proverbs, or abbreviations referenced in English today.
Each chapter of LNM 1 and 2 contains a TALKING section, immersing students in conversational Latin about everyday matters or the readings.

BY THE WAYS give students additional information about a topic or insight into a difficult concept. Often, as in the discussion of the Roman concept of time, the By the Way calls students' attention to a cultural difference.

An everyday reality of school life—"Late for School"—serves as a natural introduction to cardinal and ordinal numbers.

The TALKING ABOUT A READING sections in LNM 2 find the teenagers talking about literature—the chapter Latin reading or the unadapted Atticus passage.

"My students are enjoying the dialogues among Marcus, Maria, and Helena."
– Linda Kennedy, Bishop McGuinness High School Kernersville, North Carolina
DERIVATIVES AND ENGLISH VOCABULARY BUILDING

Each review includes a MĪRĀBILE AUDĪTŪ section of themed Latin phrases, mottoes, proverbs, or abbreviations referenced in English today.

In each chapter, immediately following the VOCABULARY TO LEARN, EXERCISE 2 is designed to build students’ English vocabulary through derivatives study.

A set of representative English derivatives grouped like the VOCABULARY TO LEARN is listed at the end of each chapter.

The Teacher’s Manuals provide etymology, history of usage, and sample sentences for the derivatives list of each chapter.

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Latin for the New Millennium

Student Text, Level 3
Helena Dettmer and LeaAnn A. Osburn, editors
xxvi + 623 pp., 82 illustrations & 4 maps (2012) 7¾” x 10” Hardbound
ISBN 978-0-86516-760-5 • $75.00

Latin for the New Millennium, Level 3, provides students an in-depth experience of Caesar, Catullus, Cicero, Horace, Ovid, and Vergil as well as of the Renaissance writer Erasmus. Whether you use LNM 1 and 2 or another introductory text, LNM 3 is an exciting way to introduce your students to authentic Latin. Each chapter introduces a major author and representative selections from his corpus, reviews important grammatical concepts, and provides exercises that complement students’ reading or translation work. LNM 3 provides the context for these Latin works through historical overview essays and a comprehensive essay on each author.

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- grammar and syntax review sections with additional exercises
- LANGUAGE FACTS drawn from the LNM 3 readings that introduce grammar and syntax commonly encountered in Latin 3
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- appendix on grammatical forms, paradigms, and syntax and one for supplementary grammar, morphology, and syntax
- appendix on meters and on figures of speech/literary terms
- appendix on grammatical forms, paradigms, and syntax and one for supplementary grammar, morphology, and syntax
- appendices on Meter and Rhetorical Terms
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- appendices on Meter and Rhetorical Terms
- Latin–English Glossary

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Basic Classical Mythology for the New Millennium
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**Lingua Latina Depicta**

James W. Chochola with Donald E. Sprague
illustrated by Lydia Koller


Designed for Latin students, *A Latin Picture Dictionary for Everyone* asks the learner to make a ready connection between an image and its corresponding Latin word. Illustrated exercises provide an opportunity for students to practice with and internalize the Latin vocabulary.

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- A Pictorial Glossary of Additional Latin Vocabulary and Synonyms
Chapter 4

Color Derivatives

Many often confuse imagery by using words for color just as artists paint pictures on canvas with actual pigments. When Matisse depicts the sky, rose (former of the rose) as a purplish (purple-dark red), he is helping the reader visualize the society he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depicting. In addition, Roman readers might well be asking his readers, visualize the storm he is depictin
LEGAMUS Transitional Readers are innovative texts that form a bridge between the initial study of Latin via basal textbooks and the reading of authentic author texts by easing the transition into the challenges of unadapted Latin. These readers offer comprehensive support: both adapted and unadapted Latin passages, facing-page vocabulary notes, visual aids that help the student see linguistic patterns, background essays on the author, grammatical appendix, poetic techniques and scansion appendices, and Latin to English glossary.

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**Caesar**

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This workbook is designed to accompany Cicero: Pro Archia Poeta Oratio and Cicero: De Amicitia Selections (see p. 22). A Cicero Workbook contains the full text of Cicero’s Pro Archia Poeta Oratio.

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This workbook accompanies Horace: Selected Odes and Satire 1.9, 2nd Edition Revised (see p. 22). A Horace Workbook contains Odes 1.1, 5, 9, 11, 13, 22, 23, 24, 25, 37, 38; 2.3, 7, 10, 14; 3.1, 9, 13, 30; Satire 1.9.

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All of the Latin selections in this workbook can be found with notes and vocabulary in Ovid: Amores, Metamorphoses Selections, 3rd Edition (see page 20). This workbook contains Metamorphoses 1.452–567; 4.55–166; 8.183–235, 616–724; 10.238–297; Amores 1.1, 3, 9, 11, 12; 3.15.
Caesar

Selections from his Commentarii De Bello Gallico

Hans-Friedrich Mueller

Student Text: xlii + 372 pp., 19 illustrations & 8 maps (2012) 6” x 9”
Paperback, ISBN 978-0-86516-752-0 • $43.00
Hardbound, ISBN 978-0-86516-778-0 • $50.00


This text, designed for high school courses, includes all the Latin and English selections from Caesar’s De Bello Gallico required for the AP* Latin Curriculum. The Latin passages follow the Pharr format with same-page vocabulary and notes.

Features:
- Historical Context
- Caesar as General
- Caesar as Politician
- Caesar as Writer
- Annotated English passages required for AP* Latin syllabus: Books 1, 6, 7
- Introductory notes for each section
- Latin text accompanied by notes (grammatical, syntactical, literary, historical, contextual)
- Maps and illustrations
- Latin–English glossary
- Pullout high frequency vocabulary
- Figures of speech appendix
- Online grammatical appendix.

Teacher’s Guide features:
- Introduction
- Literal translation
- Questions for discussion and analysis
- Large-print Latin text for classroom projection
- AP* Connections: Questions keyed to Latin passages in De Bello Gallico that link Caesar and Vergil.

Teachers and students who like the model Clyde Pharr developed in Vergil’s Aeneid: Books I–VI will be delighted with this excellent textbook following Pharr’s format . . .

The notes at the bottom of the page mark the greatest improvement over Pharr’s work. Mueller has the eye of an experienced and masterful teacher who anticipates where students will run afoul of Caesar’s syntax. Intermediate students will learn a great deal of grammar from the notes alone as Mueller carefully leads them, for example, through extended passages of indirect statement. The notes go beyond grammatical explanations to provide a useful commentary on Gallic and Roman customs, people in the story, and elements of Caesar’s style and objectives, particularly his tendency to take credit for successes and to assign blame to others for failures.

—Randall Nichols, Westminster Schools of Augusta, Georgia

Classical Outlook Winter 2012

Vergil’s Aeneid

Selected Readings from Books 1, 2, 4, and 6

Barbara Weiden Boyd

Student Text: xxxiv + 164 pp., 7 illustrations & 1 map (2012) 6” x 9”
Paperback, ISBN 978-0-86516-764-3 • $43.00
Hardbound, ISBN 978-0-86516-765-0 • $50.00


This text, designed for high school courses, includes all the required Latin selections from Vergil’s Aeneid for the AP* Latin Curriculum. The Latin passages follow the Pharr format with same-page vocabulary and notes.

Features:
- Introductory notes for each section
- Newly revised sections: “Vergil’s Meter” and “Rhetorical Terms, Figures of Speech, and Metrical Devices” • Online grammatical appendix and grammatical index
- Latin–English glossary
- Pullout General Word List.

Teacher’s Guide features:
- Introduction
- Literal translation
- Questions for discussion and analysis
- Large-print Latin text for classroom projection.
Greek and Latin quotations. Explanations on Greek and Latin texts are explained and illustrated with masterpieces.

These notebooks, containing the complete Latin text for the AP® Latin Exam, incorporate proven translation strategies providing students with a system for processing their homework and preparing their Latin assignment for in-class presentation. Students copy from their textbooks all the Latin vocabulary that they do not know. By creating personalized vocabulary lists, the notebooks change the process of vocabulary building from one of passive recognition to active recall. The facing page provides two blank lines keyed to the Latin text: one for the students’ home translations and one for in-class corrections. The second line allows students to make adjustments without erasing their mistakes, encouraging reflective learning as students analyze their errors. The “Additional Notes” section keeps class notes together with the Latin passage. At the end of each set of Latin passages from the individual books of the Aeneid or De Bello Gallico, students note the major plot points for what they have read in Latin. Students similarly construct summaries of the English readings required by the AP® Latin Curriculum. The teacher-friendly design allows instructors to walk around the room to check on homework.

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A Glossary of Terms in Grammar, Rhetoric, and Prosody for Readers of Greek and Latin

A Vade Mecum

Richard Upsher Smith, Jr.

xii + 140 pp. (2011) 6” x 9” Paperback

ISBN 978-0-86516-759-9 • $19.00

This glossary explains grammatical, rhetorical, and prosodical terms that advanced Latin students, including those preparing for the AP® Latin Examination, commonly encounter. While English grammar is the focus, the book explains links with Greek and Latin grammar. The text defines some Greek and Latin constructions that do not occur in English. Examples are drawn from Greek, Latin, and English masterpieces.

Common rhetorical and prosodical terms encountered in the annotations on Greek and Latin texts are explained and illustrated with Greek and Latin quotations.

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Cobbold’s Aeneid gives the epic its due as the rousing and moving story that it is, while remaining true to the spirit of the Latin original. This is an Aeneid like no other: a fresh, page-turning rendition that reads like a novel, but has the vividness of poetic language, with attractive and accessible reader aids.

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This text includes all Latin readings required for the Vergil portion of the AP® Latin Curriculum.
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Dennis De Young and David R. Pellegrino

All vocabulary appearing five or more times in Vergil and Caesar AP® Latin selections is included in these 501 cards. Cards come on high-quality precut card stock. Prepunched holes and a ring make these study aids easy to take anywhere.

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Poet and Artist
Imaging the Aeneid
David Califf and Henry V. Bender
xvi + 88 pp., 31 illustrations (2004) 8½" x 11” Paperback + CD-ROM
ISBN 978-0-86516-585-4 • $29.00

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Rose Williams and Debra L. Nousek
Student Text: x + 237 pp. (2012) 8½" x 11" Paperback
ISBN 978-0-86516-753-7 • $31.00
ISBN 978-0-86516-755-1 • $31.00

Sets of exercises geared to the AP® Latin exam engage students with the text and lead them to a heightened understanding of Caesar’s De Bello Gallico. See page 15 for more information on A Caesar Workbook and other workbooks in the Latin Literature Workbook Series.

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Katherine Bradley and Barbara Weiden Boyd
ISBN 978-0-86516-774-2 • $31.00
ISBN 978-0-86516-775-9 • $31.00

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Caesar: A *LEGAMUS* Transitional Reader serves as a comprehensive introduction to Julius Caesar and his writings. This text is an ideal component for a Pre-AP® Latin Vertical Teams curriculum. See page 14 for more information on Caesar: A *LEGAMUS* Transitional Reader and other readers in the series.

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Thomas J. Sienkewicz and LeaAnn A. Osburn
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**Cicero**

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The Vulgate of Mark with the Synoptic Parallels
Dale A. Grote
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ISBN 978-0-86516-835-0 • $29.00

The Vulgate of Mark with the Synoptic Parallels empowers intermediate Latin students to read an engaging narrative in accessible prose. Parallel passages from Matthew and Luke, along with historical and grammatical notes, introduce students to a historical-textual approach to reading and interpreting these texts. The text presents the unadapted Latin of Mark divided by pericope with an introduction to each and facing-page vocabulary and notes. A thorough introduction, a map, suggestions for further inquiry, and a complete glossary complete the book.

The Other Middle Ages
A Medieval Latin Reader
Kenneth F. Kitchell, Jr.

The Other Middle Ages introduces intermediate Latin students to selections (2,270 lines) that cover all aspects and all walks of life, from bawdy songs to somber religious rituals and impudent parodies of the same, from short anecdotes and fables to excerpts from the bestiary tradition. Students can expect to finish one or more of these enjoyable, level-appropriate readings in one sitting, developing their reading skills and giving them a sense of accomplishment.

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M. R. P. McGuire and James Marshall Campbell
x + 268 pp., 6 illustrations (1931, reprint 2000) 5½” x 7½” Paperback
ISBN 978-0-86516-058-3 • $33.00

St. Augustine’s work is a masterpiece. It is a spiritual, intellectual, and psychological autobiography that provides a vital link between classical and Christian traditions. This illustrated edition, perfect for advanced students, features passages that show the grandeur and significance of the work.

Bede’s Historia Ecclesiastica
F. W. Garforth
xvi + 142 pp., 10 illustrations & 1 map (1967, reprint 2003) 6” x 9” Paperback
ISBN 978-0-86516-218-1 • $29.00

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A. W. Godfrey, ed.
xxi + 362 pp., 41 illustrations (2016) 6” x 9” Paperback
ISBN 978-0-86516-841-1 • $39.00

The new edition is beautifully retypeset and features 41 new illustrations and seven new passages. The new passages include readings from The Passion of the Saints Perpetua and Felicity, Proba, Ausonius, Claudian, Elpis, Agnes of Assisi, and Constance of Hungary. The passages, complete with notes, are accessible to intermediate Latin students and include a fine range of well-known and less often included readings.

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F. E. Harrison

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Larissa Bonfante
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ISBN 978-0-86516-833-6 • $19.00

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Latin of New Spain
Rose Williams

Latin of New Spain offers intermediate students the opportunity to explore unadapted Latin selections (345 lines of poetry, 707 lines of prose) from texts about New Spain and what became the capital city of today’s Mexico. The Latin authors present the people of the New World, their varied civilizations, their encounter with the Spanish conquistadors, and the development of New Spain and a great Spanish city from multiple perspectives. Features include short introductions to the selections, vocabulary, neologisms, grammar and word use questions, and comprehension questions.

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Word Mastery through Derivatives: Designed for Students of Latin reinforces English and Latin vocabulary through the study of derivatives. See page 13 for more information.
Latin Synonyms for Language Lovers is an invaluable resource for those wanting to encourage students to engage with Latin as a living language by speaking, listening, and composing in Latin. This text contains listings of synonyms grouped by English definitions and parts of speech.

Conversational Latin for Oral Proficiency

John C. Traupman
256 pp. (2007) 6” x 9”
Paperback, ISBN 978-0-86516-622-6 • $46.00
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A Riveting Panorama of Moralizing Stories

A Livy Reader
Selections from Ab Urbe Condita
Mary Jaeger

The appeal of Livy, the great historian of the Augustan age, lies both in his riveting storytelling and in the sophistication, clarity, and accessibility of his prose. Aiming to preserve the memory of Rome’s achievements and morally rejuvenate his contemporaries, Livy takes readers on a tour of Rome’s past as he thinks deeply about historiography, its uses, and its challenges.

Selections in this volume convey the liveliness and variety of Livy’s style, with its permutations and combinations of narrative and speech, and with its portrayal of Romans and foreigners, men and women, aristocrats and ex-slaves. Selections include such favorites as the story of Horatius at the Bridge, which inspired the historian Macaulay’s Lays of Ancient Rome and was studied by generations of Latin students, as well as others not often included in readers—such as Livy’s account of the so-called Bacchic conspiracy.

Features • 566 lines of unadapted Latin text from Livy’s Ab Urbe Condita: Preface 6–10; Book 1: 6.3–7.3; Book 2: 10.1–13, 12.1–16, 13.6–11; Book 7: 9.6–10.14; Book 21: 1.1–2.2, 35.4–12, 40.6–11, 41.13–17, 42–43.10, 44.1–9; Book 22: 51.1–9; Book 39: 9.1–7, 10.1–8, 13.1–14, 15.1–14, 16.1–13 • Grammatical and stylistic commentary printed at the back of the book and complete vocabulary

Mary Jaeger is Professor of Classics at the University of Oregon.

Praise for A Livy Reader

Jaeger’s introduction provides a firm foundation to Livy the historian, the work he produced, and his historical context—and is appropriately suited to an audience meeting Livy for the first time. There is information on Livy’s origins, his education, his unwavering dedication to historical writing, and the absence of evidence for a political career (“Livy’s Life and Times”). Jaeger emphasizes the limitations that exist in writing Livy’s biography due to his own silence and the meager (and uncertain) information from other ancient sources. . . . There is brief discussion of what Livy included in his history, what survives, and the structure of this massive work (“Livy’s Work, Subject and Scope”). From the start, in presenting these details and debates around this historian, Jaeger models how to think about history and sources in a critical way. . . .

On the whole, the commentary contains helpful and appropriate notes, although it takes some time to hit its stride. It does so in the passage of Horatius at the Bridge and thereafter, where the careful attention to the complexities of grammar and syntax will serve the intermediate student well. Jaeger pays careful attention to syntactic features necessary to master Livy effectively: indirect discourse, relative and conditional clauses, and the particulars of gerunds and participles. One would hope for a bit more help in the two passages that precede Horatius, especially because the Praefatio, which expresses complex, non-narrative ideas, will be difficult for students just getting acclimated to Livy. As one works through the Reader, the commentary grows with more notes concerned with style and conceptual issues and less grammatical help. The notes do well in indicating and defining the literary devices and emphatic word order with which Livy enlivens his history, enabling the student to get a real sense of Livy as writer. . . .

Overall, Jaeger’s contribution to the Latin Readers series is quite welcome, offering an intriguing and fun edition to introduce students to Livy’s text, while also pushing them to assess Livy as a stylist and storyteller critically. Although there is not enough Latin here to fill a full semester, this text could start a course on selected Latin historians or be part of a class on the Augustan authors. I am eager to adopt this text the next time I teach intermediate Latin.

–Darian Marie Totten, Classical Journal-Online
38 Latin Stories

Anne H. Groton and James M. May
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Greek Beats
Daniel Harris-McCoy and Brendon Oshita
MP3 Audio, 21 tracks (2016)

Greek grammar and paradigms set to catchy electronic music that resonates with today’s student make learning fun. Like a favorite song, Greek lessons will stick in a student’s head. Try the first track for free! Find out how in the iPodius Agora.

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Classical Conferences and Meetings

AIA/SCS
American Institute of Archaeology and Society of Classical Studies Joint Annual Meeting
January 4–7, 2018 • Boston, MA
Representatives: Allan Bolchazy, Bridget Dean, and Donald Sprague

CANE
The Classical Association of New England
March 16–17, 2018 • Kingston, RI
Representative: Donald Sprague

CAMWS
The Classical Association of the Middle West and South
April 11–14, 2018 • Albuquerque, NM
Representatives: Allan Bolchazy, Bridget Dean, and Donald Sprague

53rd International Congress on Medieval Studies
May 10–13, 2018 • Kalamazoo, MI
Representatives: Laurel Draper and Adam Velez

ACL
American Classical League
June 28–30, 2018 • Missoula, MT
Representatives: Laurel Draper and Donald Sprague

NJCL
65th Annual National Junior Classical League Convention
July 23–28, 2018 • Miami University, Oxford, OH
Representatives: Laurel Draper and Donald Sprague

Check out www.BOLCHAZY.com/conference.aspx for a full listing of conferences attended by B-C representatives.
Beginning Greek

Reading the Gospel of St. Matthew in Greek
*A Beginning*
Norbert H. O. Duckwitz
xxii + 469 pp. (2013) 6” x 9” Paperback
ISBN 978-0-86516-817-6 • $21.00

This graded reader empowers students to read and appreciate the Gospel of Matthew and biblical Greek as a whole. The introduction presents a summary description of the alphabet, pronunciation, accents, and grammar, making simple and brief comparisons between English and Greek. The Greek text is accompanied by same-page vocabulary and notes.

Reading the Gospel of St. Mark in Greek
*A Beginning*
Norbert H. O. Duckwitz
xxi + 333 pp. (2011) 6” x 9” Paperback
ISBN 978-0-86516-776-6 • $21.00

Duckwitz’s Reading the Gospel of St. Mark in Greek: A Beginning is an excellent resource for both the inexperienced and the experienced reader of Greek. The book features the entire text of St. Mark’s Gospel with running vocabulary and notes. The thorough notes make this Greek accessible to a wide variety of readers.

Greek Transitional Readers

**Plato**

*A Transitional Reader*
Wilfred E. Major and Abigail Roberts
Student Text: xx + 108 pp., 1 illustration & 1 map (2010)
8½” x 11” Paperback, ISBN 978-0-86516-721-6 • $29.00
6” x 9” Paperback, ISBN 978-0-86516-779-7 • $29.00

This graded reader helps students make the transition from beginning instruction in Greek to reading unaltered texts of Plato and other Attic authors. It features six Greek passages (256 lines): four excerpts from the *Republic*, the summary of the *Republic* in the *Timaeus*, and the beginning of the *Euthyphro*, which sets the scene for the *Apology*. Each passage is presented in multiple graded versions, beginning with a very basic outline and culminating in the passage as Plato wrote it. Facing notes and vocabulary facilitate reading. Grammar reviews and exercises target grammatical concepts that are crucial to each passage.

**Features**
- Introduction to Plato with starter bibliography
- Greek texts with each passage presented in graded stages
- Facing notes and vocabulary
- Grammar review
- Three appendices: Guide to Dialogues of Plato, Fifty Most Common Words in Plato, and Five Hundred Most Common Words in Plato
- Map of Athens

**Homer**

*A Transitional Reader*
John H. O’Neil and Timothy F. Winters
8¼” x 11” Paperback, ISBN 978-0-86516-720-9 • $29.00
6” x 9” Paperback, ISBN 978-0-86516-780-3 • $29.00

This reader eases students into reading continuous, original Homeric Greek. Fifteen passages (271 lines) from the *Iliad* are included with prereading materials, grammatical and comprehension exercises, vocabulary and grammar notes, and more. Each selection begins with a reading that has metrical and dialectical challenges resolved. A set of thought questions and the unaltered text with literary and metrical notes and vocabulary glosses follow.

**Features**
- Introduction to Homer and to dactylic hexameter
- Greek text with notes
- Grammar review and exercises
- Second, unaltered text with vocabulary and literary and metrical notes
- Questions for thought
- Glossary of Figures of Speech and Glossary of Significant Names

See page 37 for Greek Beats, which features Greek paradigms set to catchy electronic music—the perfect way to review Greek grammar!

Visit our website for recently updated buttons featuring Greek proverbs and famous quotations.
Twenty Greek Stories offers short, annotated stories to accompany each of the 20 units of Greek: An Intensive Course by Hardy Hansen and Gerald M. Quinn. Adapted from original Greek, these stories offer students an accessible way to practice reading connected prose. Each is divided into small, easily handled selections with same-page notes and vocabulary. Selections are drawn from Appian, Apollodorus, Herodotus, Hesiod, Homer, Lucian, Plato, Sappho, and others.

Features • 14 Grammar Review sections • Two Appendices: List of Sources by Unit and List of Sources by Author • Full Glossary

An Introduction to Greek
Henry Lamar Crosby and John Nevin Schaeffer

An Introduction to Greek by Crosby and Schaeffer is a standard textbook for teaching beginning Greek. It can also be used to review ancient Greek.

Plutarch’s Life of Pericles
Hubert Ashton Holden

The text features an extensive apparatus criticus and marginal notes. The introduction concludes with a chronology of events in the time of Pericles and an addendum dealing with textual matters. The book also includes vocabulary and four indices.

Asclepiades of Samos and Leonidas of Tarentum
The Poems
Jerry Clack

The combined poems by these two writers scarcely exceed 800 lines, making this volume a manageable text for an undergraduate Greek class. The epigrams convey a good sense of the Hellenistic ethos without posing daunting vocabulary problems. Includes Greek text, commentary, vocabulary, bibliography, and proper name and poem source indices.

Herodotus
The Wars of Greece and Persia
W. D. Lowe

This fascinating introduction to Herodotus (1,457 lines) includes student notes, vocabulary, and illustrations. Lowe’s text adapted to Attic serves as an excellent transition from beginning Greek to reading Greek authors.

Kaegi’s Greek Grammar
adapted and translated by James A. Kleist

First published in 1884, Kaegi’s Short Grammar was designed for beginning students with this principle in mind: “The study of grammar is but to aid the reading of Greek.” Kaegi’s approach enjoyed wide acceptance and acclaim, with translations into Bohemian, Russian, French, and Polish.

Greek Readings for Review
First Lessons in Greek
Adolf Kaegi and James A. Kleist

The abiding appeal of First Lessons in Greek is its keying of exercises to grammar review (referenced to Kaegi’s Greek Grammar), a real asset for modern students struggling with the intricacies of ancient Greek.

Lucian: Vera Historia
C. S. Jerram
illustrated by Thom Kapheim

A reprint of the second edition of a Victorian English-annotated edition of Vera Historia, this is the only English-language commentary on that work in print. The text includes notes helpful in explicating the language and Lucian’s references, an introduction, and delightful illustrations.

Visit
www.BOLCHAZY.com/webinars.aspx
for information on free webinars from Bolchazy-Carducci.
This is an *Aeneid* like no other: a fresh, page-turning rendition that reads like a novel, but has the vividness of poetic language, with attractive and accessible reader aids including sidebar summaries, a book-by-book outline of the plot of the *Aeneid*, and group discussion questions.

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*Cicero’s De Officiis*

translated by G. B. Cobbold

xviii + 287 pp., 4 illustrations (2014) 5” x 7¾” Paperback
ISBN 978-0-86516-824-4 • $12.00

Cicero’s *De Officiis* is about making decisions: how to distinguish between right and wrong, and how to determine proper behavior. This translation is intended for anyone interested in Roman history or ancient philosophy, in reading the classics in translation, or in contemplating how to do the right thing.

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