

# Levels I and II

## More Information Click the Links for Details

[Welcome to the \*Artes Latinae\* Family](#)

[Technical Support](#)

[Artes Latinae FAQ](#)

[Why Latin? According to Pope John XXIII](#)

[The Latin Advantage \(and SAT scores\)](#)

[The View from the College Admissions Office](#)

[Keys to Language and Cultural Awareness](#)

[Switching to \*Artes Latinae\* After Using Another Course](#)

[The Why, When, and How of the Graded Readers](#)

[Course Coverage for School Credit](#)

[Course of Study after \*Artes Latinae\*](#)

[Beyond \*Artes Latinae\*](#)

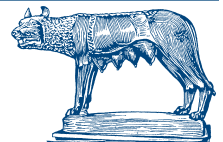
[Press Coverage](#)



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# Welcome to the Artes Latinae Family

You and your family can begin today to enjoy a lifetime of benefits through the study of the Latin language and culture.

To help introduce you gently to *Artes Latinae*, we would like to answer several questions you may have about our program.

## **How often should I repeat the sound?**

Generally we recommend that you repeat the sound at least twice. This will give the oral reinforcement that is so important in the learning process. The sound allows the student using the self-teaching approach to hear accurate Latin pronunciation and to have an interactive experience through listening and responding. In other words, the sound engages the student like a teacher.

## **When does the actual study of Latin grammar begin?**

Units two and three teach Latin pronunciation. You will begin to study Latin grammar in unit four.

## **The tests for units two and three require “the teacher” to pronounce certain Latin vowels. Who is supposed to check my pronunciation?**

Don't panic! As you work through the program, you will be able to check it yourself. Also, you will gain confidence and ability as you work through the program. Since these units contain repeated practice in pronunciation, you may choose to skip the tests for units two and three and begin testing with unit four.

**To read some of our Frequently Asked Questions, see our [FAQ page](#).**

## *Artes Latinae* Technical Support

At this time we do not offer a DVD or downloadable version of *Artes Latinae*. If you purchase a DVD of *Artes Latinae* from a third-party seller, it will not work on Windows 8 or later and OS X Mavericks or later. We no longer sell and do not support the DVD for current operating systems.

## *Artes Latinae* Frequently Asked Questions

*What is the appropriate age to begin using Artes Latinae?*

The series is accessible to a wide range of learners from elementary aged students (who have a reading level of at least fifth grade) to senior citizens. While some families have reported using it with students as young as 7, we recommend 9 or 10 as a good starting age if the series is to be used with little or no supervision.

*Do I need to know Latin if I get this series for my child?*

No. We do encourage parents to take advantage of this user-friendly series and learn Latin for their own benefit right along with their children. However, the self-teaching program provides all the necessary components for independent study, and children can learn from this series on their own.

*If I used another first-year Latin course and want to switch to Artes Latinae, where should I begin?*

No first-year Latin course covers exactly the same content as another first-year course. Some objectives covered in one course in first year are covered in a different course in second year and vice-versa. Before you start the Level II course, we recommend that you start with the following Level I materials: Student Books 1 and 2, the Unit Test Booklet, and the Guide to the Unit Tests.

You will need to acquaint yourself with the course by going through Unit 1. Then move on to the summary section of Unit 4. See if there is anything in that summary section you are unfamiliar with. (The summary section will refer you back to portions of the text.) Review any unfamiliar material. For extra assurance, take the Level 4 test. For items you miss, go back and review.

Then follow the same procedure for each of the remaining units. (Latin II courses typically start with a review of Level I objectives. The procedure outlined here will serve as that review.)

Since you have already covered Level I of another course, you will go through this review fairly quickly. Allow yourself two to three weeks in Level I before starting Level II.

*What material does the series cover?*

In the course of the two-level series, students will cover all of basic Latin grammar; acquire a core vocabulary; study Caesar's *Bellum Gallicum* and the epigrams of Martial; be prepared to begin a course in an ancient author, and will meet the foreign language requirement for university entrance.

*How much time should students spend on the series each day?*

The times listed here are recommended for those who want to progress through this series at a rate similar to a standard classroom pace. Keep in mind, however, that this series is programmed to be self-pacing and affords students the opportunity to challenge themselves according to their individual abilities and comfort levels.

- ages 9 and 10: up to 25 minutes per school day
- middle school level: one-half hour per school day
- high school level: one hour per school day

*Do we really need the audio CD?*

Hearing and repeating the sound of a language is an integral part of experiencing and learning that language. In addition to providing the vital sound component, the CD provides an interactive experience often absent in independent study courses.

*Can a student receive high school foreign language credit for completing the series?*

Yes, students can receive credit, but it is not automatic. The person supervising the instruction should apply directly to the local high school principal or his/her designate.

*What is your return policy?*

You may request a 30-day approval period if you think you may want to return the materials.

*Is there a similar course for other languages?*

Dr. Sweet's programmed, self-teaching approach is unique to the *Artes Latinae* Latin series. While this method is an excellent model for other language courses, none has yet been developed in this format.

# Why Latin? According to Pope John XXIII

Latin Liturgy Association, Summer 2000

*Veterum sapientia*

February 22, 1962

For this document in Latin [click here](#)

**THE WISDOM** of the ancient world, enshrined in Greek and Roman literature, and the truly memorable teaching of ancient peoples, served, surely, to herald the dawn of the Gospel which God's Son, "the judge and teacher of grace and truth, the light and guide of the human race," (1) proclaimed on earth. Such was the view of the Church's Fathers and Doctors. In these outstanding literary monuments of antiquity, they recognized man's spiritual preparation for the supernatural riches which Jesus Christ communicated to mankind "to give history its fulfillment." (2)

Thus the inauguration of Christianity did not mean the obliteration of man's past achievements. Nothing was lost that was in any way true, just, noble and beautiful.

## VENERABLE LANGUAGES

The Church has ever held the literary evidences of this wisdom in the highest esteem. She values especially the Greek and Latin languages in which wisdom itself is cloaked, as it were, in a vesture of gold. She has likewise welcomed the use of other venerable languages, which flourished in the East. For these too have had no little influence on the progress of humanity and civilization. By their use in sacred liturgies and in versions of Holy Scripture, they have remained in force in certain regions even to the present day, bearing constant witness to the living voice of antiquity.

## A PRIMARY PLACE

But amid this variety of languages a primary place must surely be given to that language which had its origins in Latium, and later proved so admirable a means for the spreading of Christianity throughout the West.

And since in God's special Providence this language united so many nations together under the authority of the Roman Empire--and that for so many centuries--it also became the rightful language of the Apostolic See. (3) Preserved for posterity, it proved to be a bond of unity for the Christian peoples of Europe.

## THE NATURE OF LATIN

Of its very nature Latin is most suitable for promoting every form of culture among peoples. It gives rise to no jealousies. It does not favor anyone nation, but presents itself with equal impartiality to all and is equally acceptable to all.

Nor must we overlook the characteristic nobility of Latin's formal structure. Its "concise, varied and harmonious style, full of majesty and dignity" makes for singular clarity and impressiveness of expression.

## PRESERVATION OF LATIN BY THE HOLY SEE

For these reasons the Apostolic See has always been at pains to preserve Latin, deeming it worthy of being used in the exercise of her teaching authority "as the splendid vesture of heavenly doctrine and sacred laws." (4) She further requires her sacred ministers to use it, for by so doing they are the better able, wherever they may be, to acquaint themselves with the mind of the Holy See on any matter, and communicate the more easily with Rome and with one another.

Thus the "knowledge and use of this language," (5) so intimately bound up with the Church's life, "is important not so much on cultural or literary grounds, as for religious reasons." (6) These are the words of Our Predecessor Pius XI, who conducted a scientific inquiry into this whole subject, and indicated three qualities of the Latin language which harmonize to a remarkable degree with the Church's nature. "For the Church, precisely because it embraces all nations and is destined to endure to the end of time, of its very nature requires a language which is universal, immutable, and non vernacular." (7)

## **UNIVERSAL**

Since “every Church must assemble round the Roman Church,” (8) and since the Supreme Pontiffs have “true episcopal power, ordinary and immediate, over each and every Church and each and every Pastor, as well as over the faithful” (9) of every rite and language, it seems particularly desirable that the instrument of mutual communication be uniform and universal, especially between the Apostolic See and the Churches which use the same Latin rite.

When, therefore, the Roman Pontiffs wish to instruct the Catholic world, or when the Congregations of the Roman Curia handle matters or draw up decrees which concern the whole body of the faithful, they invariably make use of Latin, for this is a maternal voice acceptable to countless nations.

## **IMMUTABLE**

Furthermore, the Church’s language must be not only universal but also immutable. Modern languages are liable to change, and no single one of them is superior to the others in authority. Thus if the truths of the Catholic Church were entrusted to an unspecified number of them, the meaning of these truths, varied as they are, would not be manifested to everyone with sufficient clarity and precision. There would, moreover, be no language which could serve as a common and constant norm by which to gauge the exact meaning of other renderings.

But Latin is indeed such a language. It is set and unchanging. It has long since ceased to be affected by those alterations in the meaning of words which are the normal result of daily, popular use. Certain Latin words, it is true, acquired new meanings as Christian teaching developed and needed to be explained and defended, but these new meanings have long since become accepted and firmly established.

## **NON-VERNACULAR**

Finally, the Catholic Church has a dignity far surpassing that of every merely human society, for it was founded by Christ the Lord. It is altogether fitting, therefore, that the language it uses should be noble, majestic, and nonvernacular.

In addition, the Latin language “can be called truly catholic.” (10) It has been consecrated through constant use by the Apostolic See, the mother and teacher of all Churches, and must be esteemed “a treasure of incomparable worth.” (11). It [Latin] is a general passport to the proper understanding of the Christian writers of antiquity and the documents of the Church’s teaching. It is also a most effective bond, binding the Church of today with that of the past and of the future in wonderful continuity.

## **EDUCATIONAL VALUE OF LATIN**

There can be no doubt as to the formative and educational value either of the language of the Romans or of great literature generally. It is a most effective training for the pliant minds of youth. It exercises, matures, and perfects the principal faculties of mind and spirit. It sharpens the wits and gives keenness of judgment. It helps the young mind to grasp things accurately and develop a true sense of values. It is also a means for teaching highly intelligent thought and speech.

## **A NATURAL RESULT**

It will be quite clear from these considerations why the Roman Pontiffs have so often extolled the excellence and importance of Latin, and why they have prescribed its study and use by the secular and regular clergy, forecasting the dangers that would result from its neglect.

## **A RESOLVE TO UPHOLD LATIN**

And We also, impelled by the weightiest of reasons--the same as those which prompted Our Predecessors and provincial synods (13)--are fully determined to restore this language to its position of honor, and to do all We can to promote its study and use. The employment of Latin has recently been contested in many quarters, and many are asking what the mind of the Apostolic See is in this matter. We have therefore decided to issue the timely directives contained in this document, so as to ensure that the ancient and uninterrupted use of Latin be maintained and, where necessary, restored. We believe that We made Our own views on this subject sufficiently clear when We said to a number of eminent Latin scholars:

“It is a matter of regret that so many people, unaccountably dazzled by the marvelous progress of science, are taking it upon themselves to oust or restrict the study of Latin and other kindred subjects. ...Yet, in spite of the urgent need for science, Our own view is that the very contrary policy should be followed. The greatest impression is made on the mind by those things which correspond more closely to man’s nature and dignity. And therefore the greatest zeal should be shown in the acquisition of whatever educates and ennobles the mind. Otherwise poor mortal creatures may well become like the machines they build--cold, hard, and devoid of love.” (14)

### **PROVISIONS FOR THE PROMTION OF LATIN STUDIES**

With the foregoing considerations in mind, to which We have given careful thought, We now, in the full consciousness of Our Office and in virtue of Our authority, decree and command the following:

#### **RESPONSIBILITY FOR ENFORCEMENT**

1. Bishops and superiors-general of religious orders shall rake pains to ensure that in their seminaries and in their schools where adolescents are trained for the priesthood, all shall studiously observe the Apostolic Sees decision in this matter and obey these Our prescriptions most carefully.

2. In the exercise of their paternal care they shall be on their guard lest anyone under their jurisdiction, eager for revolutionary changes, writes against the use of Latin in the teaching of the higher sacred studies or in the liturgy, or through prejudice makes light of the Holy Sees will in this regard or interprets it falsely. Study of Latin as a prerequisite

3. As is laid down in Canon Law (can. 1364) or commanded by Our Predecessors, before Church students begin their ecclesiastical studies proper, they shall be given a sufficiently lengthy course of instruction in Latin by highly competent masters, following a method designed to teach them the language with the utmost accuracy. “And that too for this reason: lest later on, when they begin their major studies. ..they are unable by reason of their ignorance of the language to gain a full understanding of the doctrines or take part in those scholastic disputations which constitute so excellent an intellectual training for young men in the defense of the faith.” (15) We wish the same rule to apply to those whom God calls to the priesthood at a more advanced age, and whose classical studies have either been neglected or conducted too superficially. No one is to be admitted to the study of philosophy or theology except he be thoroughly grounded in this language and capable of using it.

#### **TRADITIONAL CURRICULUM TO BE RESTORED**

4. Wherever the study of Latin has suffered partial eclipse through the assimilation of the academic program to that which obtains in State public schools, with the result that the instruction given is no longer so thorough and well-grounded as formerly, there the traditional method of teaching this language shall be completely restored. Such is Our will, and there should be no doubt in anyone’s mind about the necessity of keeping a strict watch over the course of studies followed by Church students; and that not only as regards the number and kinds of subjects they study, but also as regards the length of time devoted to the teaching of these subjects. Should circumstances of time and place demand the addition of other subjects to the curriculum besides the usual ones, then either the course of studies must be lengthened, or these additional subjects must be condensed or their study relegated to another time. Sacred sciences to be taught in Latin

#### **SACRED SCIENCES TO BE TAUGHT IN LATIN**

5. In accordance with numerous previous instructions, the major sacred sciences shall be taught in Latin, which, as we know from many centuries of use, “must be considered most suitable for explaining with the utmost facility and clarity the most difficult and profound ideas and concepts.” (16) For apart from the fact that it has long since been enriched with a vocabulary of appropriate and unequivocal terms, best calculated to safeguard the integrity of the Catholic faith, it also serves in no slight measure to prune away useless verbiage. Hence professors of these sciences in universities or seminaries are required to speak Latin and to make use of textbooks written in Latin. If ignorance of Latin makes it difficult for some to obey these instructions, they shall gradually be replaced by professors who are suited to this task. Any difficulties that may be advanced by students or professors must be overcome by the patient insistence of the bishops or religious superiors, and the good will of the professors.

## A LATIN ACADEMY

6. Since Latin is the Church's living language, it must be adequate to daily increasing linguistic requirements. It must be furnished with new words that are apt and suitable for expressing modern things, words that will be uniform and universal in their application, and constructed in conformity with the genius of the ancient Latin tongue. Such was the method followed by the sacred Fathers and the best writers among the scholastics.

To this end, therefore, We commission the Sacred Congregation of Seminaries and Universities to set up a Latin Academy staffed by an international body of Latin and Greek professors. The principal aim of this Academy--like the national academies founded to promote their respective languages--will be to superintend the proper development of Latin, augmenting the Latin lexicon where necessary with words which conform to the particular character and color of the language.

It will also conduct schools for the study of Latin of every era, particularly the Christian one. The aim of these schools will be to impart a fuller understanding of Latin and the ability to use it and to write it with proper elegance. They will exist for those who are destined to teach Latin in seminaries and ecclesiastical colleges, or to write decrees and judgment or conduct correspondence in the ministries of the Holy See, diocesan curias, and the offices of religious orders.

## THE TEACHING OF GREEK

7. Latin is closely allied to Greek both in formal structure and in the importance of its extant writings. Hence as Our Predecessors have frequently ordained--future ministers of the altar must be instructed in Greek in the lower and middle schools. Thus when they come to study the higher sciences--and especially if they are aiming for a degree in Sacred Scripture or theology--they will be enabled to follow the Greek sources of scholastic philosophy and understand them correctly; and not only these, but also the original texts of Sacred Scripture, the liturgy, and the sacred Fathers. (17)

## A SYLLABUS FOR THE TEACHING OF LATIN

8. We further commission the Sacred Congregation of Seminaries and Universities to prepare a syllabus for the teaching of Latin which all shall faithfully observe. The syllabus will be designed to give those who follow it an adequate understanding of the language and its use. Episcopal boards may indeed rearrange this syllabus if circumstances warrant, but they must never curtail it or alter its nature. Ordinaries may not take it upon themselves to put their own proposals into effect until these have been examined and approved by the Sacred Congregation.

Finally, in virtue of Our apostolic authority, We will and command that all the decisions, decrees, proclamations, and recommendations of this Our Constitution remain firmly established and ratified, notwithstanding anything to the contrary, however worthy of special note.

Given at Rome, at St. Peter's, on the feast of St. Peter's Chair on the 22nd day of February in the year 1962, the fourth of Our pontificate.

JOHN PP. XXIII

## ENDNOTES

1. Tertullian, *Apol.* 21: Migne, FL 1,294.
2. Eph. 1, 10.
3. Epist. S. Cong. Scud. *Vehementer sane*, ad Ep. universos, July 1, 1908: Ench. Cler., N. 820. Cf. also Epist. Ap. Pit XI, *Unigenitus Dei Filius*, Mar. 19, 1924: AAS 16 (1924), 141.
4. Pius XI, Epist. Ap. *Officiorum omnium*, Aug. 1, 1922: AAS 14 (1922), 452-453.
5. Pius XI, *Motu proprio Litterarum latinarum*, Oct. 20, 1924: AAS 16 (1924), 417.
6. Pius XI, Epist. Ap. *Officiorum omnium*, Aug. 1, 1922: AAS 14 (1922), 452.
7. Ibid.
8. St. Iren., *Adv. Haer.* 3, 3, 2: Migne PG 7, 848.
9. Cf. CIC, can. 218, pars. 2.
10. Cf. Pius XI, Epist. Ap. *Officiorum omnium*, Aug. 1, 1922: AAS 14 (1922), 453.
11. Pius XII, Al. *Magis quam*, Nov. 23, 1951: AAS 43 (1951), 737.
12. Leo XIII, Epist. Encycl. *Depuis le jour*, Sept. 8, 1899: Acta Leonis XIII, 19 (1899), 166.

13. Cf. *Collectio Lacensis*, espec. vol. 111, 1018s. (Cone. Prov. Westmonasteriense, a (1859); Vol. IV; 29 (Conc. Prov. Parisiense, a 1849); Vol. IV, 149, 153 (Cone. Prov. Rhemense, a 1849); Vol. IV; 359, 861 (Conc. Prov. Avenionense, a 1849); Vol. IV, 394, 396 (Cone. Prov. Burdigalense, a 1850); Vol. V, 61 (Cone. Strigoniense, a 1858); Vol. V. 664 (Conc. Prov. Colocense, a 1863); Vol. VI, 619 (Synod. Vicariatus Suchnensis, a 1803).
14. International Convention for the Promotion of Ciceronian Studies, Scpt. 7, 1959, in *Discorsi Messaggi Colloqui* del Santo Padre Giovanni XXIII, I, pp. 234-235. [English translation in 11'5, \1; 421.] Cf. also Address to Roman Pilgrims of the Diocese of Piacenza, April 15, 1959, in *L'Osservatore Romano* April 16, 1959; Epist. *Pater misericordiarum*, Aug. 22, 1961, in A.4S 53 (1961),677; Address given on the occasion of the solemn inauguration of the College of the Philippine Islands at Rome, Oct. 7 , 1961. in *L'Osservatore Romano*, Oct. 9-10, 1961; Epist. *jucunda laudatio*, Dec. 8, 1961: AAS 53 (1961), 812 [English summary in TPS, VII, 367-8.]
15. Pius XII, Epist. Ap. *Officiorum omnium*, Aug. 1, 1922: AAS 14 (1922), 453.
16. Epist. S. C. Stud., *Vehementer sane*, July 1, 1908: Ench. Cler., N. 821.
17. Leo XIII. Lit. Encyci. *Providentissimus Deus*, Nov. 18, 1893: Acta Leonis XIII 13 (1893), 342; Epist. *Plane quidem intelligis*, May 20, 1885, Acta, 5, 63-64; Piw XII, Alloc. *Magis quam*, Sept. 23, 1951: AAS 43 (1951), 737.

Read Pope Benedict statement on reviving Latin Mass This statement is published by *Spero News*

## The Latin Advantage

Latin is the key to the vocabulary and structure of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.

Dorothy Sayers, *The National Review*

Across the nation, studies have shown Latin to be effective in improving . . .

### SAT Scores

Studies conducted by the Educational Testing Service show that Latin students consistently outperform all other students on the critical reading portion of the SAT.

	2015	2016
Latin	560	
French	522	
German	532	
Spanish	500	
Hebrew	527	

2012-2013 Taken from College-Bound Seniors — A Profile of SAT Program Test Takers.

### College Grade Point Averages

A study of freshman college student performance conducted by the University of Tennessee at Knoxville in 1985 yielded the following results:

Language	GPA
Latin Students	2.89
No Foreign Language	2.58
Spanish Students	2.76
German Students	2.77
French Students	2.78



### **Reading Achievement**

In the District of Columbia, elementary school students who studied Latin developed reading skills that were five months ahead of those who studied no foreign language and four months ahead of those who studied French or Spanish. Two years earlier, the same students had been excluded from foreign language classes because of substandard reading performance.

### **Vocabulary Skills**

In Philadelphia, students in the fourth, fifth, and sixth grades received 15 to 20 minutes of daily instruction in Latin for one year. The performance of the Latin students was one full year higher on the Vocabulary Subtest of the Iowa Tests of Basic Skills (ITBS) than the performance of matched control students who had not studied Latin.

### **Math Problem Solving**

Sixth-grade students in Indianapolis who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the students exhibited the following advances in other areas:

- Eight months in world knowledge
- One year in reading
- Thirteen months in language
- Four months in spelling
- Five months in science
- Seven months in social studies

### **Latin the Basic Language and Culture Bolsters Learning**

- Ability to read classical authors in the original language
- Ability to access key documents of the Western world
- Ability to avoid the biases and misconceptions of translators of classical authors
- Direct contact with the wisdom and thought of the classical and medieval authors

### **Learning Latin Through *Artes Latinae***

- Improves study skills
- Improves knowledge of ancient history and culture

## **The View from the College Admissions Office**

*My homeschooled daughter is applying for admission to several colleges. In view of the fact that she has no high-school transcript and therefore no grade-point average, how can she convince college officials to accept her?*

For important reasons, parents have made the choice to homeschool their children, and these children have reaped rewards, both educational and spiritual. However, as every homeschool parent knows, there is a price to pay. For example, homeschooled students must make a considerable effort to document successful completion of high-school coursework for college admissions.

What can these students do to enhance their chances of admission to the college of their choice? We are providing a number of suggestions.

## FOR PARENTS

Submit a short narrative about each course your son or daughter has completed and attach appropriate documentation. According to Carol Lunkenheimer at Northwestern University in Evanston, Illinois, these write-ups will carry extra weight in the absence of a high-school transcript. Officials will look for evidence of the study of mathematics, English, history, foreign languages, and lab science. (The lab science requirement appears to be the biggest hurdle for homeschoolers. Parents may want to enroll their son or daughter in the local public high school, or, if possible, in a local community college for the lab science experience.)

## FOR STUDENTS

Provide information that would help an admissions official judge your personal character. According to David Illingworth, Homeschool Coordinator for Harvard University, acceptance there is very individual; academics are just a part of the picture. Harvard tries to have an interesting mix of students and, when considering whether to accept a student, looks at his involvement in activities, the level of involvement in the community, and his involvement in some passion such as music or science. A student could provide a personal profile and references attached to the application and could embellish key points during the interview. The key question to answer is "What would you add to the Harvard mix?" Illingworth indicated that approximately 50 to 60 homeschooled students apply each year and are accepted at about the same rate as other applicants.

Give great care to the essays on the application forms. Again, in the absence of an official high-school transcript, college officials may give extra weight to the quality of these essays.

Take the SAT and ACT tests. Most colleges require one or the other of these tests. For homeschooled students, college officials may place extra weight on the performance on these tests. Good scores will enhance a student's chances for acceptance. To find out how to register for the SAT test, check with the local public high school or with the Educational Testing Service in Princeton, NJ (866/756-7346). For the ACT test, contact either the local public high school or American College Testing (319/337-1000).

Students may wish to take an ACT preparation class prior to taking the ACT. Check with the local public high school or community college to find out when these classes are being offered.

Take the SAT achievement tests. These tests document performance in English, mathematics, science, history, and foreign languages including Latin, Russian, Spanish, French, and German. Students receive norm-based scores that reveal their performance relative to thousands of other high-school students. For more information on these tests, again contact the Educational Testing Service.

Take the CLEP tests. Students who have achieved college-level proficiency in a course of study may wish to take the CLEP exams (College-Level Examination Program). Successful performance on these exams will enable students to (1) have their educational attainment validated, (2) attain college credit for the knowledge they have acquired, (3) obtain advanced placement in a college curriculum. For those who want to consider taking the CLEP tests, we recommend the ARCO book entitled *Master the CLEP*. The book gives information on how to register, where and when the tests are given, how to prepare for the exams, and how to interpret the scores.

The CLEP exams are of two types: a general exam and subject exams. The general exam measures five basic areas: English composition, humanities, mathematics, natural science, and social science. The subject exams measure achievement in specific college courses and are used to grant exemptions from and credit for these courses.

Take the G.E.D. exam. Students can take this high-school equivalency exam and obtain a high-school diploma or certificate. However, depending upon which state they live in, students will need to be either 17 or 18 years old to take the test. Local libraries and community colleges will have information on this test.

Consider obtaining a college degree through home study. Some courses are offered over cable TV or home computer. Others are offered through guided independent study at an individual pace. For students who are considering the home-study route, we recommend the following references:

- Bear, John B., PhD and Bear, Mariah P. *Bears' guide to College Degrees by Mail and Internet*, Berkeley CA: 10th Edition, Ten Speed Press, April 27th, 2005.
- *The Independent Study Catalog*, Peterson's Guides; 7th Edition April, 1998

While homeschooled students face special challenges in the process of application for college admission, their rate of acceptance is generally equal to that of students from public schools. The creativity and extra effort that characterize home-schooling efforts can be successfully applied to the college admissions process.

## **Keys to Language and Cultural Awareness**

by Conrad Barrett

California State University, Long Beach

### **LATIN DEVELOPS A PERSON'S ENGLISH**

One's reading, writing and speaking of his own language is improved. His vocabulary is enriched, his grammar is sharpened, and a sense of organization is instilled in him. Both at home and abroad, American business needs workers and administrators who can use the English language well. Competence in our tongue pertains to the greatest job market for Americans. A mastery of English gives a person an edge over others with the same job skills and expertise in almost any line of work. A foreign branch communicates with its head office and many firms in written and spoken English. If its personnel have facility in their own tongue, as well as in the language of the country, business will be conducted at a greater profit.

### **GREEK AND LATIN PROVIDE A SOLID FOUNDATION FOR THE ACQUISITION OF OTHER LANGUAGES**

They equip a person with the strongest single foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin and Greek broadens a person's notion of structures possible in languages other than his own. In addition, Latin gives one a grip on about 80% of the vocabulary of the Romance languages - French, Italian, Portuguese, Romanian, and Spanish. About 723 million people in 57 countries speak these tongues, Spanish being the official language of 20 nations, French of 27, and Italian, Romanian and Portuguese of 10 other nations.

### **THE CIVILIZATIONS OF GREECE AND ROME LINK US WITH CULTURES OF 57 NATIONS ON FOUR CONTINENTS**

A background in the classical civilizations makes Americans aware of customs, values and ideas that we have in common with Eastern and Western Europeans and with North and South Americans. We share many concepts in government, religion, art, literature, and economics. This cultural kinship of nations underlies such modern alliances as NATO, the British Commonwealth, and the Common Market.

### **THE GRAECO-ROMAN TRADITION PROVIDES CULTURAL ROOTS AND A SENSE OF IDENTITY**

An American better understands his place in history and modern political developments if he has relived the many-sided chapters of Athens and Rome. One who studies his 3000 year old tradition can trace its values, politics, architecture and engineering, trade and farming, myths and psychology back to their origins in the ancient world. In an urban age of dispersed families, a person may well feel less alienated if he can link his world to that of Homer, Socrates, Vergil and Pliny. A sense of belonging and participation in a larger culture makes him better adjusted and more disposed to dedicate himself to serious, productive work.

## **ACQUAINTANCE WITH ANCIENT CULTURES PROMOTES TOLERANCE AND UNDERSTANDING OF OTHER NATIONS AND WAYS OF LIFE**

Aware of the rich and varied culture of the Greeks and Romans, one is more likely to accept the differing customs and values of other peoples today. For in the study of ancient civilizations, one encounters exotic and extreme customs which were not static, but evolved over the centuries. Familiar with diversity, change, and longevity in his own culture, a person is more inclined to respect the views, ideologies, religions, and economic systems of foreign peoples and to appreciate their rich, age-old traditions.

## **TEST SCORES IN URBAN ELEMENTARY SCHOOLS HAVE DEMONSTRATED THE VALUE OF EARLY LANGUAGE TRAINING**

Thousands of students in big city schools benefit from courses in Latin roots of English words. These courses also teach them Roman culture and Greek myths. Successful programs flourish in such cities as Philadelphia, New York City, and Los Angeles, where Latin provides a key to improving English vocabulary skills and reading scores. Through songs, word games and lively oral participation, students come to know the building blocks of words and the families to which words belong. In Los Angeles, Hispanic students have an edge in learning English, since 60% of English words (90% of words over two syllables) and 80% of Spanish words come from Latin. Learning Latin translates into a larger vocabulary, higher reading scores, better pronunciation, and increased self-esteem. An ethnically neutral language and culture provides a bridge to improving English for all students. In addition, these youngsters enrich their background and outlook on life by studying the magnificent and many-sided world of Rome.

## **Switching to *Artes Latinae*, Level II, after Using Another Course for Level I**

A common question we hear is, "If I used another first-year Latin course and want to switch to *Artes Latinae*, where should I begin?"

No first-year Latin course covers exactly the same content as another first-year course. Some objectives covered in one course in the first year are covered in a different course in the second year and vice-versa. Before you start the Level II *Artes Latinae* course, we recommend that you start with the following Level I materials: Student Books 1 and 2, the Unit Test Booklet, and the Guide to the Unit Tests.

You will need to acquaint yourself with the course by going through Unit 1. Then move on to the summary section of Unit 4. See if there is anything in that summary section you are unfamiliar with. (The summary section will refer you back to portions of the text.) Review any unfamiliar material. For extra assurance, take the Level 4 test. For items you miss, go back and review.

Then follow the same procedure for each of the remaining units. (Latin II courses typically start with a review of Level I objectives. The procedure outlined here will serve as that review.)

Since you have already covered Level I of another course, you will go through this review fairly quickly. Allow yourself two to three weeks in Level I before starting Level II.

# The Why, When, and How of the Graded Readers

**“Conubii decus egregium, lux alma parentum  
eximiumque bonum corporis atque animi,  
invidia fati rapitur Vincentia florens  
et nunc ante patrem conditur Helionem.  
Quin potius corpus: nam mens aeterna profecto  
pro meritis potitur sedibus Elysiis”**

This inscription from the ancient tomb of a young Roman woman appears on page 164 of *Lectiones Secundae*, the second graded reader of the *Artes Latinae* series. Are you able to decipher it? As you incorporate the graded readers into your regular Latin study, you will begin to refine the skills needed to comprehend this inscription and other authentic Latin readings.

Our customers often ask how the graded readers fit into the program. These readers have two main roles: to provide practice in the skills the student has been acquiring and to enhance those skills through vocabulary building.

The readers can be considered challenge books. Because of the extensive new vocabulary, a variety of clues and supports are included to help students meet the challenge. These include:

- English derivatives (with their Latin elements highlighted) to alert students to familiar words that may help them unlock the meanings;
- story introductions providing a framework for better understanding of the stories;
- maps and illustrations providing additional contexts;
- a glossary, for when all else fails.

Although use of *Lectiones Primae*, the first graded reader, may begin after completion of Unit 4, its use may be delayed until the student feels more confident with his newly acquired Latin skills. Another alternative is for the student to do just a little bit from each lesson in the reader and return to the full reading when he has increased his vocabulary to a more comfortable level.

The guidance of a teacher/parent will help the student achieve a comfort level in the use of the reader. What the student needs is a healthy challenge and a sense of accomplishment without unnecessary stress or undue frustration. The teacher's manual provides answers and additional suggestions so the teacher/parent can better help the student meet the challenges of the reader.

If he spends too much time trying to decipher vocabulary, he may begin to view the material as drudgery and will then lose interest and motivation. Use of the graded readers is one of the few times in the *Artes Latinae* learning process when the judgement of a teacher/parent may be vital to the success of the student. The teacher/parent should regularly monitor the student's progress and assess the appropriateness of the readings. We also recommend that the student's work not be graded.

Each unit includes actual Latin readings from different periods of Latin literature ranging from classical to the Renaissance. Besides skills practice and vocabulary enhancement, these readings provide additional insight into the ancient world. Beginning with Unit 11, stories and readings with modern settings are added, allowing students to experience Latin alive and well in a modern context.

Students may become more engaged with the readings if they can work cooperatively with partners or in small groups. In a group setting, they can help each other discover word meanings and take turns looking up vocabulary in the glossary. Furthermore, the interaction among students is a great motivator.

Using the graded readers is an excellent way to have students apply and extend their Latin skills. Used appropriately, the readers will provide both challenge and enjoyment. We also hope that students will view them as a reward for having learned the programmed text.

*(translation of the inscription from page 155 of the Teacher's Guide)*

**“Outstanding adornment of a marriage,  
the nourishing light of her parents,  
and an extraordinary fineness of body and mind,  
Vicentia in the flower of her youth  
is taken away by the envy of fate  
and now is buried before her father Helio.  
No, rather her body is buried:  
for her undying mind certainly  
for its merits has possession of the Elysian home.”**

Buecheler 1311

## ***Artes Latinae* Course Coverage for School Credit**

Parents whose children are using *Artes Latinae* sometimes ask us for a course description that they could give to school administrators to help them evaluate how much credit to give. We have done correlations that can be used for this purpose.

The correlation is between the objectives of *Artes Latinae* and the State of Virginia Standards of Learning. *Artes Latinae* Level I has been correlated with Virginia's Standards of Learning for Latin I, and *Artes Latinae* Level II has been correlated with Virginia's Standards of Learning for Latin II. These correlations have now been placed on our website and can be downloaded by anyone interested in evaluating *Artes Latinae* coverage.

*Artes Latinae* and Virginia's Standards of Learning for Latin I

*Artes Latinae* and Virginia's Standards of Learning for Latin II

## **Course of Study after *Artes Latinae***

Before starting more advanced work in Latin, students should be sure to finish the readings in the *Lectiones Secundae* graded reader. This will ensure that they are adequately prepared for third and fourth year work.

Typically, third year Latin students are taught Cicero and Ovid, and fourth year Horace and Catullus or Vergil. Without a teacher, however, these authors may prove to be too difficult. A better choice would be *Latin Readings* and *More Latin Readings*. These readers contain interlinear vocabulary and are edited and abridged to make the text accessible to an intermediate student. Students may also wish to try *Personae Comicae*, a collection of short plays. This text has similarly simplified vocabulary and style, and includes notes and vocabulary.

Another possibility is *Elementary Latin Translation Book: Latin Readings for Review*. This graded reader features readings in Roman history and Greek mythology. Since it is intended as a first-year review, however, *Elementary Latin Translation Book* may be too easy.

Students might find books such as *Caesar: Invasion of Britain, Rome and Her Kings: Extracts from Livy*, *A Latin Vita of Alexander the Great*, and *Rest Lightly: An Anthology of Latin and Greek Tomb Inscriptions* to be better suited to their abilities. These texts are all original Roman authors, and they offer notes and vocabulary to aid in translation.

English translations of these texts, however, are either unavailable or difficult to find. Students who feel they need a translation available might try *Vergil's Aeneid, Books I and II*, edited by Waldo E. Sweet. This edition (unlike the six-book edition by Pharr ordinarily used in high school classes) contains a simplified Latin paraphrase facing the original text, as well as notes. Many English translations of Vergil are available to check one's work. The notes (excerpts from Servius and others) are, however, in Latin, so students would need to have a dictionary available.

Finally, students may find it useful to have a grammar reference available. Bolchazy-Carducci Publishers offers *Gildersleeve's Latin Grammar* by B.L. Gildersleeve and G. Lodge and *New Latin Grammar* by C.E. Bennett. *New Latin Grammar* is generally the more concise and "user-friendly" book and would therefore be more appropriate for a third-year student.

## Beyond *Artes Latinae*

Here is a list of textbooks and resources for Latin 3 and Latin 4 classes. Feel free to call our office with questions about books and materials to help you continue your Latin education beyond *Artes Latinae*.

Visit our website: [www.BOLCHAZY.com](http://www.BOLCHAZY.com) (copy copy copy copy re: categories of Latin books available copy copy copy).

If you're using Wheelock, we recommend the following 2 ancillary books:

- *38 Latin Stories*
- *A Comprehensive Guide to Wheelock's Latin*

## Press Release

### Improved Test Scores Fuel Resurgence in Study of Latin

(ARA) - No one studies Latin anymore, because it's a "dead" language, right? Wrong.

After plummeting enrollment in the late 1960s, U.S. high schools are seeing a resurgence in the study of Latin, with enrollment in some schools doubling since 1980. And now even elementary and middle schools offer Latin.

What has prompted this renaissance? It is the knowledge that Latin serves as a foundation for improved English skills, as well as a basis for learning other modern languages. Latin also provides a framework for understanding the Greco-Roman foundations of our culture.

Another boost to enrollment is a change in the way the language is being taught. Students who used to spend all their class time memorizing the ablative case and the subjunctive mood are now also learning about the daily lives of the ancient Romans and learning to interpret classic texts. This not only makes learning Latin more fun but also gives students an opportunity to apply "ancient wisdom" to their own lives in the 21st century.

But perhaps most compelling is a growing body of research which shows that studying Latin improves students' problem-solving ability, vocabulary and college entrance exam scores. For example, in one study of sixth-graders who studied Latin 30 minutes a day for five months showed the students advanced nine months in their math problem-solving abilities. Another group of fourth, fifth and sixth-graders who studied Latin a mere 15 to 20 minutes a day for a year performed a full year higher on standardized vocabulary tests than their peers who had not. Similarly, students who studied Latin in high school consistently score higher on the verbal portion of the SAT college entrance exam than students who have not studied any foreign language and students who have studied other modern foreign languages.

One tried and true resource at the foundation of this Latin renaissance is the classic Latin course, "Artes Latinae," from Bolchazy-Carducci Publishers. Successfully used by more than 200,000 students for more than 30 years in schools and in home schooling settings, "Artes Latinae" is a programmed, self-teaching course available in traditional text books and tapes or in a new CD-ROM version.

“Artes Latinae” is the only self-teaching program that fulfills the foreign language requirement for college. It is structured to accommodate multiple levels of students from age 9 through adult, each learning at his or her own pace, in the same classroom. It also can be used for independent study. The traditional version contains textbooks, audio cassettes, teacher’s manuals, graded readers, cultural filmstrips, test booklets and reference notebooks.

The new CD-ROM version is based on the original edition and offers the speed and ease of computer learning as well as the flexibility of three pronunciations: American Scholastic, Continental Ecclesiastical and Restored Classical. The computer version also includes the graded readers’ supplements that help students build vocabulary and oral proficiency.

Another tool to make learning Latin fun is the CD-ROM, “Words of Wisdom from the Ancients: 1000 Latin Proverbs,” also from Bolchazy-Carducci Publishers. Containing more than 1000 sententiae (aphorisms) gathered from classical, medieval and renaissance sources, the program provides users with a detailed, easily accessible explanation of each sentence. Users can click on a word to learn its person, gender, number, meaning and English derivatives, as well as to hear a recorded pronunciation. Users also can record their own pronunciation and see a graphical comparison with an expert’s recording. Word puzzles and vocabulary games in three skill levels allow users to practice and test their newly-acquired skills.

“Artes Latinae” has been described as “a life-saver” (Northeast Conference on the Teaching of Foreign Languages) and as “the single most important contribution in the area of Latin pedagogy of the 20th century” (Dr. Rudolph Masciantonio, School District of Philadelphia). To learn more about “Artes Latinae” and the benefits of learning Latin, including studies, articles and observations of teachers, visit [www.bolchazy.com](http://www.bolchazy.com) or call Bolchazy-Carducci Publishers at (847) 526-4344.

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