

The background of the book cover is a mosaic of two figures. On the left, a smaller figure, possibly a woman, is shown from the chest up, wearing a patterned garment. On the right, a larger figure, possibly a man, is shown from the waist up, wearing a white tunic with a dark sash and a dark skirt. The mosaic is made of small, irregular tiles in shades of brown, tan, and black.

6 T H E D I T I O N

WHEELOCK'S LATIN

Frederic M. Wheelock

Revised by Richard A. LaFleur

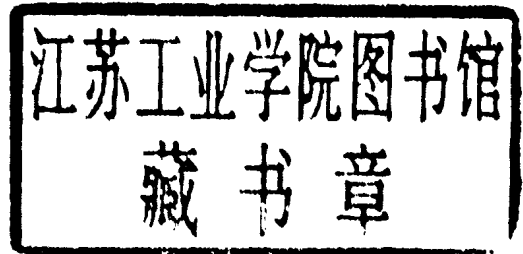
*The
Classic
Introductory
Latin Course,
Based
on Ancient
Authors*

Wheelock's Latin

Frederic M. Wheelock

Revised by **Richard A. LaFleur**

6th Edition



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Wheelock's Latin

Foreword

The genesis of, and inspiration for, *Wheelock's Latin* was the 1946 G.I. Education bill which granted World War II Veterans a college education upon their return from service. “Why would a vet, schooled on the battlefields of Europe and Asia, want to study Latin?” asked our father, then a Professor of Classics at Brooklyn College. What could this language say to those who had already seen so much reality? How could a teacher make a *dead* language become alive, pertinent, and viable? How could one teach Latin, not as an extinct vehicle, but as the reflection of a lively culture and philosophy? This was the challenge our father undertook.

Frederic Wheelock set about to create a Latin text that would give students something to think about, a humanistic diet to nurture them both linguistically and philosophically. The book began with lessons he designed especially for his Brooklyn College students. As children we smelled regularly the pungent hectograph ink which allowed him to painstakingly reproduce the chapters of a book he was designing, page by page on a gelatin pad, for one student at a time. In 1950, on Frederic's six-month sabbatical leave, the Wheelock family travelled to the remote village of San Miguel De Allende in Mexico, where Frederic conscientiously wrote his text, and our diligent mother, Dorothy, meticulously typed the manuscript on an old portable typewriter. We young children scampered irreverently underfoot or played with native children and burros.

Twelve years of refinement, revision, and actual usage in our father's classrooms resulted in the book's first edition. When students needed to learn grammar, they read lessons and literature from the great ancient writers who used the grammar in a meaningful context. Our father sought to graft the vital flesh and blood of Roman experience and thinking onto the basic bones of forms, syntax, and vocabulary; he wanted students to tran-

scend mere gerund grinding by giving them literary and philosophical substance on which to sharpen their teeth.

As early as we can remember classical heritage filled our house. The etymology of a word would trigger lengthy discussion, often tedious for us as adolescents but abiding as we became adults. Knowing Latin teaches us English, we were constantly reminded; 60% of English words are derived from Latin. Students who take Latin are more proficient and earn higher scores on the verbal SAT exam. The business world has long recognized the importance of a rich vocabulary and rates it high as evidence of executive potential and success. Understanding the etymological history of a word gives the user vividness, color, punch, and precision. It also seems that the clearer and more numerous our verbal images, the greater our intellectual power. *Wheelock's Latin* is profuse with the etymological study of English and vocabulary enrichment. Our own experiences have shown that students will not only remember vocabulary words longer and better when they understand their etymologies, but also will use them with a sharper sense of meaning and nuance.

Why, then, exercise ourselves in the actual translation of Latin? "Inexorably accurate translation from Latin provides a training in observation, analysis, judgment, evaluation, and a sense of linguistic form, clarity, and beauty which is excellent training in the shaping of one's own English expression," asserted Frederic Wheelock. There is a discipline and an accuracy learned in the translation process which is transferable to any thinking and reasoning process, such as that employed by mathematicians. In fact, our father's beloved editor at Barnes and Noble, Dr. Gladys Walterhouse, was the Math Editor there and yet an ardent appreciator of Latin and its precision.

Our father loved the humanistic tradition of the classical writers and thinkers. And he shared this love not only with his students through the *Sententiae Antiquae* sections of his Latin text, but also with his family and friends in his daily life. As young girls, we were peppered with phrases of philosophical power from the ancients, and our father would show how these truths and lessons were alive and valid today. Some of the philosophical jewels which students of Latin will find in this book are: *carpe diem*, "seize the day"; *aurea mediocritās*, "the golden mean"; *summum bonum*, "the Highest Good"; and the derivation of "morality" from *mōrēs* ("good habits create good character," as our father used to tell us).

If learning the Latin language and the translation process are important, then getting to know the messages and art of Horace, Ovid, Virgil, and other Roman writers is equally important. Wheelock presents these Classical authors' writings on such illuminating topics as living for the future, attaining excellence, aging, and friendship. The *summum bonum* of Latin studies,

Frederic Wheelock wrote, “is the reading, analysis and appreciation of genuine ancient literary humanistic Latin in which our civilization is so deeply rooted and which has much to say to us in our 20th century.”

For the 45 years that Frederic Wheelock was a Professor of Latin, he instilled in his students the love of Latin as both language and literature, and he did so with humor and humility. He dearly loved teaching, because he was so enthusiastic about what he taught. He had a deep and abiding respect for his students and demanded discipline and high standards. He wished for Latin to be loved and learned as he lived it, as a torch passed down through the ages, to help light our way today.

In 1987, as Frederic Wheelock was dying at the end of 85 richly lived years, he recited Homer, Horace, and Emily Dickinson. He, like the ancients, leaves a legacy of the love of learning and a belief that we stand on the shoulders of the ancients. He would be delighted to know that there are still active and eager students participating in the excitement and enjoyment of his beloved Latin.

Martha Wheelock and Deborah Wheelock Taylor
Filiae amantissimae

Preface

Why a new beginners' Latin book when so many are already available? The question may rightly be asked, and a justification is in order.

It is notorious that every year increasing numbers of students enter college without Latin; and consequently they have to begin the language in college, usually as an elective, if they are to have any Latin at all. Though some college beginners do manage to continue their study of Latin for two or three years, a surprising number have to be satisfied with only one year of the subject. Among these, three groups predominate: Romance language majors, English majors, and students who have been convinced of the cultural and the practical value of even a little Latin.¹ Into the hands of such mature students (and many of them are actually Juniors and Seniors!) it is a pity and a lost opportunity to put textbooks which in pace and in thought are graded to high-school beginners. On the other hand, in the classical spirit of moderation, we should avoid the opposite extreme of a beginners' book so advanced and so severe that it is likely to break the spirit of even mature students in its attempt to cover practically everything in Latin.

Accordingly, the writer has striven to produce a beginners' book which is mature, humanistic, challenging, and instructive, and which, at the same time, is reasonable in its demands. Certainly it is not claimed that Latin can be made easy and effortless. However, the writer's experience with these

¹ I have even had inquiries about my lessons from graduate students who suddenly discovered that they needed some Latin and wanted to study it by themselves—much as I taught myself Spanish from E. V. Greenfield's *Spanish Grammar* (College Outline Series of Barnes & Noble) when I decided to make a trip to Mexico. Such instances really constitute a fourth group, adults who wish to learn some Latin independently of a formal academic course.

chapters in mimeographed form over a number of years shows that Latin can be made interesting despite its difficulty; it can give pleasure and profit even to the first-year student and to the student who takes only one year; it can be so presented as to afford a sense of progress and literary accomplishment more nearly commensurate with that achieved, for instance, by the student of Romance languages. The goal, then, has been a book which provides both the roots and at least some literary fruits of a sound Latin experience for those who will have only one year of Latin in their entire educational career, and a book which at the same time provides adequate introduction and encouragement for those who plan to continue their studies in the field. The distinctive methods and devices employed in this book in order to attain this goal are here listed with commentary.

1. SENTENTIAE ANTĪQUAE AND LOCĪ ANTĪQUĪ

It can hardly be disputed that the most profitable and the most inspiring approach to ancient Latin is through original Latin sentences and passages derived from the ancient authors themselves. With this conviction the writer perused a number of likely ancient works,² excerpting sentences and passages which could constitute material for the envisioned beginners' book. A prime desideratum was that the material be interesting per se and not chosen merely because it illustrated forms and syntax. These extensive excerpts provided a good cross section of Latin literature on which to base the choice of the forms, the syntax, and the vocabulary to be presented in the book. All the sentences which constitute the regular reading exercise in each chapter under the heading of *Sententiae Antiquae* are derived from this body of original Latin, as is demonstrated by the citing of the ancient author's name after each sentence. The same holds for the connected passages which appear both in the chapters and in the section entitled *Locī Antīquī*. Experience has shown that the work of the formal chapters can be covered in about three-quarters of an academic year, and that the remaining quarter can be had free and clear for the crowning experience of the year—the experience of reading additional real Latin passages from ancient authors,³ passages which cover a wide range of interesting topics such as love, biography, philosophy, religion, morality, friendship, philanthropy, games, laws of war, anecdotes, wit, satirical comment. These basic exercises, then, are derived from

² Caesar's works were studiously avoided because of the view that Caesar's traditional place in the curriculum of the first two years is infelicitous, and that more desirable reading matter can be found.

³ A half-dozen passages from late Latin and medieval authors are included to illustrate, among other things, the continuance of Latin through the Middle Ages.

Latin literature⁴; they are not “made” or “synthetic” Latin. In fact, by the nature of their content they constitute something of an introduction to Roman experience and thought; they are not mere inane collections of words put together simply to illustrate vocabulary, forms, and rules—though they are intended to do this too.

2. VOCABULARIES AND VOCABULARY DEVICES

Every chapter has a regular vocabulary list of new Latin words to be thoroughly learned. Each entry includes: the Latin word with one or more forms (e.g., with all principal parts, in the case of verbs); essential grammatical information (e.g., the gender of nouns, case governed by prepositions); English meanings (usually with the basic meaning first); and, in parentheses, representative English derivatives. The full vocabulary entry must be memorized for each item; in progressing from chapter to chapter, students will find it helpful to keep a running vocabulary list in their notebooks or a computer file, or to use vocabulary cards (with the Latin on one side, and the rest of the entry on the other). With an eye to the proverb *repetitio mātēr memoriae*, words in the chapter vocabularies are generally repeated in the sentences and reading passages of the immediately following chapters, as well as elsewhere in the book.

In order to avoid overloading the regular chapter vocabularies, words that are less common in Latin generally or which occur infrequently (sometimes only once) in this book are glossed in parentheses following the *Sententiae Antiquae* and the reading passages. These glosses are generally less complete than the regular vocabulary entries and are even more abbreviated in the later chapters than in the earlier ones, but they should provide sufficient information for translating the text at hand; for words whose meanings can be easily deduced from English derivatives, the English is usually not provided. The instructor’s requirements regarding these vocabulary items may vary, but in general students should be expected to have at least a “passive” mastery of the words, i.e., they should be able to recognize the words if encountered in a similar context, in a later chapter, for example, or on a test; full entries for most of these “recognition” items will also be found in the end Vocabulary.

⁴To be sure, at times the Latin has had to be somewhat edited in order to bring an otherwise too difficult word or form or piece of syntax within the limits of the student’s experience. Such editing most commonly involves unimportant omissions, a slight simplification of the word order, or the substitution of an easier word, form, or syntactical usage. However, the thought and the fundamental expression still remain those of the ancient author.

3. SYNTAX

Although the above-mentioned corpus of excerpts constituted the logical guide to the syntactical categories which should be introduced into the book, common sense dictated the mean between too little and too much, as stated above. The categories which have been introduced should prove adequate for the reading of the mature passages of *Locī Antīquī* and also provide a firm foundation for those who wish to continue their study of Latin beyond the first year. In fact, with the skill acquired in handling this mature Latin and with a knowledge of the supplementary syntax provided in the Appendix, a student can skip the traditional second-year course in Caesar and proceed directly to the third-year course in Cicero and other authors. The syntax has been explained in as simple and unpedantic a manner as possible, and each category has been made concrete by a large number of examples, which provide both the desirable element of repetition and also self-tutorial passages for students. Finally, in light of the sad experience that even English majors in college may have an inadequate knowledge of grammar, explanations of most grammatical terms have been added, usually with benefit of etymology; and these explanations have not been relegated to some general summarizing section (the kind that students usually avoid!) but have been worked in naturally as the terms first appear in the text.

4. FORMS AND THEIR PRESENTATION

The varieties of inflected and uninflected forms presented here are normal for a beginners' book. However, the general practice in this text has been to alternate lessons containing noun or adjective forms with lessons containing verb forms. This should help reduce the ennui which results from too much of one thing at a time. The same consideration prompted the postponement of the locative case, adverbs, and most irregular verbs to the latter part of the book, where they could provide temporary respite from subjunctives and other heavy syntax.

Considerable effort has been made to place paradigms of more or less similar forms side by side for easy ocular cross reference in the same lesson⁵ and also, as a rule, to have new forms follow familiar related ones in natural sequence (as when adjectives of the third declension follow the i-stem nouns).

The rate at which the syntax and the forms can be absorbed will obviously depend on the nature and the caliber of the class; the instructor will have to adjust the assignments to the situation. Though each chapter forms a logical unit, it has been found that at least two assignments have to be allotted to many of the longer chapters: the first covers the English text,

⁵The same device has been carefully employed in the Appendix.

the paradigms, the vocabularies, the *Practice and Review*, and some of the *Sententiae Antiquae*; the second one requires review, the completion of the *Sententiae*, the reading passage, and the section on etymology. Both these assignments are in themselves natural units, and this double approach contains the obvious gain of repetition.

5. PRACTICE AND REVIEW

The *Practice and Review* sentences were introduced as additional insurance of repetition of forms, syntax, and vocabulary, which is so essential in learning a language. If the author of a textbook can start with a predetermined sequence of vocabulary and syntax, for example, and is free to compose sentences based thereon, then it should be a fairly simple matter to make the sentences of succeeding lessons repeat the items of the previous few lessons, especially if the intellectual content of the sentences is not a prime concern. On the other hand, such repetition is obviously much more difficult to achieve when one works under the exacting restrictions outlined above in Section 1. Actually, most of the items introduced in a given chapter do re-appear in the *Sententiae Antiquae* of the immediately following chapters as well as passim thereafter, but the author frankly concocted the *Practice and Review* sentences⁶ to fill in the lacunae, to guarantee further repetition than could otherwise have been secured, and to provide exercises of continuous review. The English-into-Latin sentences, though few in number on the grounds that the prime emphasis rests on learning to read Latin, should, however, be done regularly, but the others need not be assigned as part of the ordinary outside preparation. They are easy enough to be done at sight in class as time permits; or they can be used as a basis for review after every fourth or fifth chapter in lieu of formal review lessons.

6. ETYMOLOGIES

Unusually full lists of English derivatives are provided in parentheses after the words in the vocabularies to help impress the Latin words on the student, to demonstrate the direct or indirect indebtedness of English to Latin, and to enlarge the student's own vocabulary. Occasionally, English cognates have been added. At the end of each chapter a section entitled *Etymology* covers some of the recognition vocabulary items introduced in the sentences and reading passages, as well as other interesting points which could not be easily indicated in the vocabulary. From the beginning, the student should be urged to consult the lists of prefixes and suffixes given in the Appendix under the heading of *Some Etymological Aids*. To interest

⁶ Ancient Latin sentences suggested some of them.

students of Romance languages and to suggest the importance of Latin to the subject, Romance derivatives have been listed from time to time.

7. THE INTRODUCTION

In addition to discussing the Roman alphabet and pronunciation, the book's general introduction sketches the linguistic, literary, and palaeographical background of Latin. This background and the actual Latin of the *Sententiae Antiquae* and the *Locī Antīquī* give the student considerable insight into Roman literature, thought, expression, and experience, and evince the continuity of the Roman tradition down to our own times. It is hoped that the Introduction and especially the nature of the lessons themselves will establish this book as not just another Latin grammar but rather as a humanistic introduction to the reading of genuine Latin.

The book had its inception in a group of mimeographed lessons put together rather hurriedly and tried out in class as a result of the dissatisfaction expressed above at the beginning of this Preface. The lessons worked well, despite immediately obvious imperfections traceable to their hasty composition. To Professor Lillian B. Lawler of Hunter College I am grateful for her perusal of the mimeographed material and for her suggestions. I also wish to acknowledge the patience of my students and colleagues at Brooklyn College who worked with the mimeographed material, and their helpfulness and encouragement in stating their reactions to the text. Subsequently these trial lessons were completely revised and rewritten in the light of experience. I am indebted to Professor Joseph Pearl of Brooklyn College for his kindness in scrutinizing the 40 chapters of the manuscript in their revised form and for many helpful suggestions. To the Reverend Joseph M.-F. Marique, S.J., of Boston College I herewith convey my appreciation for his encouraging and helpful review of the revised manuscript. Thomas S. Lester of Northeastern University, a man of parts and my *alter idem amīcissimus* since classical undergraduate years, has my heartfelt thanks for so often and so patiently lending to my problems a sympathetic ear, a sound mind, and a sanguine spirit. To my dear wife, Dorothy, who so faithfully devoted herself to the typing of a very difficult manuscript, who was often asked for a judgment, and who, in the process, uttered many a salutary plea for clarity and for compassion toward the students, I dedicate my affectionate and abiding gratitude. My final thanks go to Dr. Gladys Walterhouse and her colleagues in the editorial department of Barnes & Noble for their friendly, efficient, and often crucial help in many matters. It need hardly be added that no one but the author is responsible for any infelicities which may remain.

The Second and Third Editions

Because of the requests of those who found that they needed more reading material than that provided by the *Locī Antīquī*, the author prepared a second edition which enriched the book by a new section entitled *Locī Immūtātī*. In these passages the original ancient Latin texts have been left unchanged except for omissions at certain points. The footnotes are of the general character of those in the *Locī Antīquī*. It is hoped that these readings will prove sufficiently extensive to keep an introductory class well supplied for the entire course, will give an interesting additional challenge to the person who is self-tutored, and will provide a very direct approach to the use of the regular annotated texts of classical authors.

Because of the indisputable value of repetition for establishing linguistic reflexes, the third edition includes a new section of Self-Tutorial Exercises. These consist of questions on grammar and syntax, and sentences for translation. A key provides answers to all the questions and translations of all the sentences.

The second and third editions would be incomplete without a word of deep gratitude to the many who in one way or another have given kind encouragement, who have made suggestions, who have indicated emendanda. I find myself particularly indebted to Professors Josephine Bree of Albertus Magnus College, Ben L. Charney of Oakland City College, Louis H. Feldman of Yeshiva College, Robert J. Leslie of Indiana University, Mr. Thomas S. Lester of Northeastern University, the Reverend James R. Murdock of Glenmary Home Missioners, Professors Paul Pascal of the University of Washington, Robert Renehan of Harvard University, John E. Rexine of Colgate University, George Tyler of Moravian College, Ralph L. Ward of Hunter College, Dr. Gladys Walterhouse of the Editorial Staff of Barnes & Noble, and most especially, once again, to my wife.

Frederic M. Wheelock

The Revised Edition

When Professor Frederic Wheelock's *Latin* first appeared in 1956, the reviews extolled its thoroughness, organization, and concision; at least one reviewer predicted that the book "might well become the standard text" for introducing college students and other adult learners to elementary Latin. Now, more than four decades later, that prediction has certainly been proven accurate. A second edition was published in 1960, retitled *Latin: An Introductory Course Based on Ancient Authors* and including a rich array of additional reading passages drawn directly from Latin literature (the *Locī Immūtātī*); the third edition, published in 1963, added Self-Tutorial Exercises, with an answer key, for each of the 40 chapters and greatly enhanced the book's usefulness both for classroom students and for those wishing to study the language independently. In 1984, three years before the author's death, a list of passage citations for the *Sententiae Antiquae* was added, so that teachers and students could more easily locate and explore the context of selections they found especially interesting; and in 1992 a fourth edition appeared under the aegis of the book's new publisher, HarperCollins, in which the entire text was set in a larger, more legible font.

The fifth edition, published in 1995 and aptly retitled *Wheelock's Latin*, constituted the first truly substantive revision of the text in more than 30 years. The revisions which I introduced were intended, not to alter the basic concept of the text, but to enhance it; indeed, a number of the most significant changes were based on Professor Wheelock's own suggestions, contained in notes made available for the project by his family, and others reflected the experiences of colleagues around the country, many of whom (myself included) had used and admired the book for two decades or more and had in the process arrived at some consensus about certain basic ways in which it might be improved for a new generation of students.

The most obvious change in the fifth edition reflected Wheelock's own principal desideratum, shared by myself and doubtless by most who had used the book over the years, and that was the addition of passages of continuous Latin, based on ancient authors, to each of the 40 chapters. These are in the early chapters quite brief and highly adapted, but later on are more extensive and often excerpted verbatim from a variety of prose and verse authors; some had appeared in previous editions among the *Locī Antīquī* and the *Locī Immūtātī*, while many were included for the first time in the fifth edition. Some of the Practice and Review sentences were revised or replaced, as were a few of the *Sententiae Antīquae* (which in some instances were expanded into longer readings), again as suggested in part by Professor Wheelock himself.

The chapter vocabularies, generally regarded as too sparse, were expanded in most instances to about 20–25 words, a quite manageable list including new items as well as many found previously as parenthetical glosses to the *Sententiae Antīquae*. Full principal parts were provided for all verbs from the beginning, as colleagues around the country had agreed should be done, so students would not be confronted with the somewhat daunting list previously presented in Chapter 12.

There was only minimal shifting of grammar, but in particular the imperfect tense was introduced along with the future in Chapters 5, 8, and 10, so that a past tense would be available for use in the readings at a much earlier stage. Numerals and the associated material originally in Chapter 40 were introduced in Chapter 15; and a half dozen or so important grammatical constructions previously presented in the Supplementary Syntax were instead introduced in Chapter 40 and a few of the earlier chapters. Many of the grammatical explanations were rewritten; essential information from the footnotes was incorporated into the text, while some less important notes were deleted.

Finally, I included at the end of each chapter in the fifth edition a section titled *Latīna Est Gaudium—et Ūtilis*, which presents, in a deliberately informal style, a miscellany of Latin mottoes and well-known quotations, familiar abbreviations, interesting etymologies, classroom conversation items, occasional tidbits of humor, and even a few ghastly puns, all intended to demonstrate, on the lighter side, that Latin can indeed be pleasurable as well as edifying.

The Sixth Edition

The very considerable success of the fifth edition encouraged all of us involved—Professor Wheelock's daughters, Martha Wheelock and Deborah Wheelock Taylor, our editor Greg Chaput and his associates at HarperCollins, and myself—to proceed with the further revisions I had proposed for this new sixth edition. We all hope that teachers and students alike will

benefit from the numerous improvements, the most immediately apparent of which are: the handsome new cover art, a Roman mosaic from Tunisia depicting Virgil with a copy of the *Aeneid* in his lap and flanked by two Muses representing his work's inspiration; the three maps of ancient Italy, Greece and the Aegean area, and the Mediterranean, which have been specially designed to include, inter alia, all the placenames mentioned in the book's readings and notes (except a few situated on the remotest fringes of the empire); and the numerous photographs selected primarily from classical and later European art to illustrate literary and historical figures and aspects of classical culture and mythology presented in the chapter readings. Among the less obvious but, we hope, equally helpful changes are: revision of chapter readings, especially the Practice and Review sentences, for greater clarity and increased reinforcement of new and recently introduced chapter vocabulary items; expansion of derivatives lists in the chapter vocabularies and of cross-references to related words in other chapters; and enlargement of the English-Latin end vocabulary.

A final note for professors and teachers: This revised edition of *Wheelock's Latin* very likely contains more material for translation than can actually be covered in the two or three days typically allotted to a chapter in a semester course or the week or so allotted in high school. Instructors may thus pick and choose and be selective in the material they assign: my suggestion for the first day or two is to assign for written homework only limited selections from the Practice and Review sentences and the *Sententiae Antiquae*, while reserving the others (or some of the others, carefully selected in advance) for in-class sight translation; assignments for the second or third day should nearly always include the reading passages following the *Sententiae Antiquae*, which will give students the experience they need with continuous narrative. Students should regularly be encouraged to practice new material at home with the Self-Tutorial Exercises located at the back of the book, checking their accuracy with the answer key that follows, and sentences from these exercises, again pre-selected for the purpose, can be used to drill mastery of new concepts via sight translation in class. Most instructors will also want their students to use the new *Workbook for Wheelock's Latin* (the revised third edition by Paul Comeau and myself, published concurrently with, and as a companion to, this sixth edition of *Wheelock's Latin*); the *Workbook* contains a wide range of additional exercises, including for each chapter a detailed set of objectives, a series of questions designed to focus directly on the newly introduced grammar, a variety of transformation drills, word, phrase, and sentence translations, questions on etymologies, synonyms, antonyms, and analogies for new vocabulary items, and reading comprehension questions to test the student's understanding of the chapter's reading passages. There are many further materials designed to complement *Wheelock's Latin* and the *Workbook for Wheelock's Latin*,