

**THE VOCABULARY OF HIGH SCHOOL LATIN,  
BEING THE VOCABULARY OF CAESAR'S  
GALLIC WAR, BOOKS I-V; CICERO AGAINST  
CATILINE, ON POMPEY'S COMMAND, FOR THE  
POET ARCHIAS; VERGIL'S AENEID, BOOKS I-VI,  
ARRANGED ALPHABETICALLY AND IN ORDER  
OF OCCURRENCE**

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# **GONZALEZ LODGE**

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Educational  
Teachers  
Lodge

# The Vocabulary of High School Latin

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Cicero against Catiline, on Pompey's command, for  
the poet Archias; Vergil's *Aeneid*, books  
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the order of occurrence

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## PREFACE

THE trend of thought during the last thirty years with regard to the teaching of Latin has been steadily in the direction of greater simplification in requirements. The beginner's books have become more and more books introductory to the study of Caesar. All unessentials in form and syntax have been rigidly excluded; the vocabulary, likewise, has been taken almost entirely from Caesar and has been steadily restricted in amount. It may be said without fear of rebuke that the aim of the first-year work in Latin has become more and more definite. During the subsequent years this principle of definiteness in requirement has not been kept so closely in view, and in one respect particularly there has been no evidence of progress, namely in the treatment of vocabulary. And yet without a knowledge of words reading is impossible. President Butler in *The Meaning of Education*, p. 175, says: "The proper aim of classical instruction at this period [he is referring to the secondary schools] is stated with clearness and force . . . by the Prussian Minister of Public Instruction. . . . 'So far as the end to be attained by a knowledge of language is concerned, it is hardly necessary to adduce arguments to justify the proposition that the acquisition of a vocabulary is of at least as much importance as familiarity with grammatical details. For it is just by means of this vocabulary that satisfaction is gained as facility in reading is acquired; by means of it, too, interest in reading extends beyond the period of school life.' "

But the acquisition of vocabulary presupposes a knowledge of what vocabulary is of most value, and it is in this that our teaching has been handicapped up to the present time. Nearly a century ago Professor Fleckeisen prepared a Latin vocabulary arranged in five groups according to the frequency of occurrence, and that book is still in use in Germany and elsewhere. There have been other similar attempts, but little has been done in this country until very recently. Our habit has been to read Caesar.

Cicero, and Vergil, with the hope that by constant thumbing of the lexicon the student may gradually acquire the command of a certain vocabulary. In fact in many quarters any attempt to teach vocabulary itself has been frowned upon as a waste of mental energy. But experience has proven that most students taught after this fashion obtain very little actual ability in reading Latin.

The aim of the present book is to set forth the complete vocabulary of Caesar *de bello Gallico*, books I-V; Cicero, the six orations usually read in schools; and Vergil's *Aeneid*, books I-VI. Statistics are given of the number of times every word occurs, and a selection of 2000 words has been made, comprising with few exceptions the words of most frequent occurrence, arranged so that they can be taught at the rate of so many per year. The total number of words in this list is 4650. Of these 849 occur in all three authors, 368 are found in Caesar and Cicero only, 385 in Caesar and Vergil, 363 in Cicero and Vergil, while 508 belong wholly to Caesar, 546 to Cicero, 1,618 to Vergil. 1347 words occur but once, divided thus: 261 in Caesar, 329 in Cicero, 757 in Vergil. 691 words occur twice, 97 in Caesar only, 120 in Cicero, 330 in Vergil, the remainder divided between two authors. 373 words occur three times, 277 four times; leaving 1954 words which occur five times or more. The total number of word occurrences is 77,142, of which the words occurring less than five times (4956) make up less than seven per cent.

Several interesting results accrue from these figures. The number of words occurring five times or more is surprisingly small. Furthermore these words are the essential words in the Latin language; for examination of a relatively equal amount of material selected from Caesar's Civil War, Cicero's Orations, other than those read in schools, and Ovid, showed the occurrence of more than nine tenths of these words. The other tenth was made up largely of technical words and peculiarities. It is important to notice that the total vocabulary of Caesar and Cicero is approximately the same, Caesar 2106, Cicero, 2117; that of Vergil is 3214. Of the total vocabulary of Caesar, more than 1200 appear in the list of 2000. It therefore appears that the practice of beginners' books in confining their vocabulary mainly to Caesar is abundantly justified. Inasmuch as the ordinary high school course consists of four years, I have divided this list into three parts of approximately 1000, 500, and 500 words. The 1000 words printed in bold-faced type contain the words of most frequent occurrence in Caesar. They should be learned



by the end of the Caesar year, 500 having probably been learned during the first year. The 500 words printed in large Roman type are found most often or first in Cicero and should be learned by the end of the third year. The remaining 500 words, printed in small capitals, should be learned by the end of the Vergil year.

A student who has at his command these 2000 words will have the vocabulary of fully nine tenths of all the ordinary Latin that he is likely to come into contact with. He will really have much more, because the remaining tenth contains a large proportion of compounds of words already known.

Now the final step in securing the definiteness in high school teaching that is so necessary is for the colleges to insist upon the ability to read Latin at sight with fair accuracy, and, with this end in view, to demand the knowledge of a limited number of words of common occurrence, other words to be explained in foot-notes to the passages set. Teachers will then know just what to expect and the reading and marking of sight papers will easily be reduced to scientific accuracy.

A few words of explanation as to the plan of this book seem necessary. Inasmuch as the words occurring five times or more include a small percentage of words peculiar to the authors of subjects chosen, I have included among the numbered words only those which experience has shown to be of universal value. I have added, in order to make up 2000 in round numbers, a certain number of words that occur less often than five times, and eight words that are not found at all. These are *gracilis* and seven numerals, that were necessary for brief but systematic treatment of the numerals. Of the remainder, some have been added for grammatical reasons, because it is simpler to learn a complete list than to omit one or two; some because study of other authors shows them to be important; a few because they are identical in form with words included and consequently are best learned together with their homonyms. The quantities have been marked in the rubrics only, and some finals usually long have been left unmarked. Genders have been given only when the words did not fall readily under rules of common application.

It is not to be expected that every one will approve this selection, nor is it to be expected that the division into three groups will satisfy every one, but no one can complain that he has not at hand the material for making his own list, for the number of occurrences is always given as well as the first occurrence.

Every effort has been made in the direction of consistency and accuracy, but the work has extended over several years, the type-setting and proof-reading have been extremely laborious, and, in despite of three verifications of references, it would be too much to hope that some errors have not crept in.

In an appendix the vocabulary is arranged in the order of occurrence, and the identity of type with that used in the body of the book makes it possible to see the value of the word at once.

So far as the method of teaching is concerned, I can do no more than suggest as worth trying the plan that I pursue myself. I give to my classes at the end of every lesson the words in this list that are to be found in the next lesson, with the number attached. They write them in a note-book numbered from one to 2000. They are under promise to use no dictionary but the one that is being made by themselves. The other words, being unimportant, I supply the meanings of, and I find great satisfaction in the results. There are, however, many ways in which such a vocabulary can be taught, and most teachers need no instruction on this matter.

I am under great obligations to Mr. Charles M. Baker of the Horace Mann School, Mis., Susan Fowler of the Brearley School, and Miss Theodora Ethel Wye of Teachers College for assistance in the preparation of the manuscript. To Miss Wye are also due the thanks of all who may use the book for her unwearied patience in proof-reading and the verification of references.

G. L.

Teachers College, Columbia University,  
November, 1907.

On the occasion of a second and corrected impression I take the opportunity to thank those users of this book who have encouraged me by criticisms and suggestions and who have sent to me corrections of such errors as fell under their observation.

I wish also to emphasize again that this book aims to provide material for study, not method. No sanctity attaches to the list of 2,000 words and I hope that it will serve merely as a step toward the preparation of a definite Latin vocabulary which may be approved of all.

G. L.

September, 1909.

## ADDENDA et CORRIGENDA.

Five words have been omitted by inadvertence:

- ap-paro, -are. Cic. II. 20; P. 35. *Prepare (for).*  
 dē-veho, vehere, vēxī, vectum. Caes. III. 26, 2; V. 47, 2. *Carry down; then convey.*  
 ex-hālo, āre. V. II. 562. *Breathe out.*  
 improbo, -āre [improbus]. Cic. P. 63. *Blame, reject.*  
 incursum, -ūs [incurro]. Caes. II. 20, 2 (*v. l. successus*). *Onset.*

Note also the following corrections and additions:

acerbitas	add	Cic. IV. 1.
administer	"	Cic. P. 36.
admitto	"	Caes. IV. 25, 5.
afflicto	"	Cic. P. 24.
agnus	"	V. v. 772.
alarius	"	<i>bis</i> after reference.
antefero	"	Caes. v. 44, 14.
appeto	"	Caes. I. 44, 5.
calx	"	<i>bis</i> after reference.
consus	"	<i>ter</i> after A. II.
comitatus	read	Cic. III. 6 <i>bis</i> . V. IV. 215.
defatigo	add	Cic. II. 21.
defectio	"	v. 26, 1.
demigro	"	Cic. I. 19.
deprecor	"	Cic. I. 27.
dissipo	"	Caes. v. 58, 3.
epulor	"	V. v. 762.
exprimo	"	Cic. A. 14; 21; 30.
frux	"	Caes. I. 28, 3.
index	"	<i>bis</i> after IV. 5, 10
maeror	"	<i>bis</i> after P. 22.
moderor	"	Caes. IV. 33, 3 and Cic. P. 64.
morbus	"	<i>bis</i> after I. 31.
nitidus	"	Cic. II. 22.
nutrix	"	V. IV. 634, v. 645.
obsisto	"	Cic. III. 17.
osculum	"	V. II. 490.
perfugium	"	Cic. IV. 2; P. 39; A. 16.
polluo	"	V. v. 6.
proinde	"	Cic. II. 11.