

## PREFACE

This guide is addressed to two audiences—the school or university teacher making use of the *LINGVA LATINA PER SE ILLVSTRATA* course in the classroom, and the home-schooling parent guiding his or her child through the course in a program of self-study. The original, Italian-language edition of this book was addressed primarily to the first group, who should have no trouble gleaned what material may be helpful to them from this slender volume, *quantulumcumque est*.

The second group, however, may feel the need for some reassurance as they begin the adventure of *LINGVA LATINA PER SE ILLVSTRATA*. Parents with little or no knowledge of Latin may be intimidated at first by a text composed entirely in Latin. Many suggestions and notes in this guide are directed specifically to them; suggestions addressed to teachers in the classroom can likewise be applied by home-school parents, *mūtātīs mūtāndīs*. Parents should be aware that the *LINGVA LATINA PER SE ILLVSTRATA* course was first conceived as a self-study program, and that Dr. Ørberg to this day teaches the course by correspondence. They will find the course ideally suited for home-schoolers and other students working on their own. There is no reason that even very young students should not be able to work through the course on their own, with guidance from parents who, we hope, may find this manual of some help. They should also rely on the English language student's manual, *LATINE DISCO* which explains the development of the course in clear, simple language.

This guide is very much a work in progress; suggestions, bibliography and corrections are most welcome and can be addressed to [brown.2583@osu.edu](mailto:brown.2583@osu.edu). Focus Publishing is bringing many new resources to the help of users of the series, not the least of which is the list-serve at <http://vlists.net/mailman/listinfo/orberg>. For further information on the course or to place book orders one should consult <http://www.pullins.com/txt/LinguaLatina.htm>

Thanks are due first of all to Dr. Ørberg himself, for his erudition, hospitality, and the incomparable didactic ability which is his hallmark. Thanks to many teachers whose advice reflects their long experience with *LINGVA LATINA PER SE ILLVSTRATA*, including Professors Martha Davis of Temple University, Jeanne Neumann of Davidson College, Boleslav Povsic of Bowling Green University (author of an excellent *Grammatica Latīna*), Ian Thomson of Indiana University (much of whose trailblazing 1975 *Teacher's Guide* has been incorporated into this volume by the author's kind permission), and thanks also to Professor Terence Tunberg of the University of Kentucky's Institute for Latin Studies, whose research into Latin grammatical terminology has been of great help. What errors and mistakes are contained in this book are the sole responsibility of the authors. Special thanks to Ron Pullins of Focus Publishing for his patience and support.

1 cf. Cic., *Dē or.*, 1, 4, 15.

## Preface to the Italian Edition

No teacher's manual can pretend to be a sacred text, imparting decalogues to instructors as from some Mount Sinai of pedagogy. Nothing is more instructive than experience: *ūsus magister optimus, et ūsus frequēns omnium magistrōrum praecepta superat*.<sup>1</sup> Accordingly, this guide is nothing more than a report, in outline form, on the confirmed experience of teaching the course *LINGVA LATINA PER SE ILLVSTRATA*. Nonetheless, it must be supposed that doubts and uncertainties may arise concerning the correct use of a new instrument such as the text in question. In such moments of uncertainty, as when one voyages through unknown territory, it is always reassuring to have as a companion someone who already knows the place; who knows, through first-hand experience, where the difficult passages are; who has successfully crossed over to what for us is still uncharted territory.

I have used the course of H. H. Ørberg for some years, with exceptional results. Although confident in the abilities of my students, I would never have expected to one day see adolescents capable of reading, correctly and effortlessly, the *Somnium Scīpiōnis* of Cicero. Still less would I have dreamed of hearing teenagers discuss, *in good Latin*, the weighty philosophical questions that text raises. Nevertheless, to my great satisfaction, I have been present at such scenes. The happiness of a teacher, nonetheless, is not measured only in terms of knowledge transmitted, but also and above all by the development of an interest and love for the subject. To know that one's own students, *sponte suā* and almost covertly, buy and avidly read the letters to Lucilius, or the *Dē amīcitiā* in the original, or set out in quest of untranslated mediaeval and humanistic texts, gladdens the heart. But to learn that, at the end of their studies, twelve out of twenty Latin students in a high school with a scientific curriculum have chosen to pursue their university careers in departments of literature confirms the teacher's belief that he has not wasted his effort on a useless and barren task. Only a mad love for the humanities, and no abstract pedantry, can make young people oblivious to the banal truism that *litterae nōn dant pānem*.

Therefore this guide, far from wanting to present a collection of precepts and intangible prescriptions, is intended first of all as a *hommage* to Dr. Ørberg, who has made thousands of young people throughout the world perceive Latin, and the tradition of western culture that it transmits, not as a dusty and mouldy monument in some scarcely-frequented museum, but as a living and vital reality whose influence remains powerful in our world, still profoundly rooted in antiquity.

In second place I wanted to present my colleagues with what I have experienced, so as to encourage them to undertake an adventure that will give them only satisfaction. Of course, if someone imagines that with this method he can simply assign

homework and exercises so as to then interrogate the victims of the day, he would do better to continue with the conventional translation method. Better still, he should find a new line of work.

Many teachers today are looking for more effective means of instruction, but don't know where to turn. Teachers who love their work, who believe in the value of their efforts, who have not abandoned the audacious project of leading their students to lofty heights, of providing them with the indispensable keys to the edifice of culture, such teachers will find in *LINGVA LATINA PER SE ILLUSTRATA* not, to be sure, a universal panacea to resolve all of their difficulties, but, joined with love for Latin and their students, a most useful instrument for attaining their goal. And so I dedicate this book to my own students at the Liceo Calamandrei in Naples, who thanks to the Ørberg text have made the language of Cicero as it were their own second *sermō patrius*, and now, having learned *sine cortice nāre, ībunt sine mē per undās vītāe*.

Luigi Miraglia  
Montella  
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*“Nunc enim tē iam exōrēmus necesse est, quoniam retinēs nōs in hōc studiō nec ad aliam dīmittis artem, ut nōbīs explicēs quicquid est istud quod tū in docendō potes... idque ex tē quaerimus (ut nē plūs nōs adsequāmur quam quantulum tū in docendō adsecūtus es) quoniam, quae ā nātūrā expetenda sunt, ea dīcis nōn nimis deesse nōbīs, quid praetereā esse adsūmendum putēs.” Tum Crassus adrīdēns: “Quid cēnsēs” inquit “nisi studium et ārdōrem quendam amōris? sine quō cum in vītā nihil quisquam ēgregium, tum certē hoc, quod tū expetis, nēmō umquam adsequētur. Neque vērō vōs ad eam rem videō esse adhortandōs, quōs... nimis etiam flagrāre intellegō cupiditāte. Sed profectō studia nihil prōsunt perveniendī aliquō nisi illud quod eō quō intendās ferat dēdūcatque cognōris. Quārē, quoniam mihi levius quoddam onus impōnitis et ex mē...dē hāc meā, quantulacumque est, facultāte quaeritis, expōnam vōbīs nōn quandam aut perreconditam aut valdē difficilem aut māgnificam aut gravem ratiōnem cōnsuetūdinis meae, quā quondam solitus sum ūtī....”*

(Ex Cic., *Dē or.*, 1, 29,  
133-30, 134)