

culpa is related to the vb. **culpo**, and the expression **mea culpa**, “my mistake,” is one of hundreds of Lat. phrases commonly used in Eng.)

5. **Saepe peccamus.**
We often sin (do wrong). (The Eng. diminutive “peccadillo” is related to the vb. and means “a minor fault or shortcoming”; advs., like **saepe** here, usually precede the words they modify.)
6. **Quid debemus cogitare?**
If/what ought we to think? (If/what should we think?) (**Debere** is often employed, as here, with an inf.)
7. **Conservate me!**
Save me! (The prefix **con-** often has an intensifying force; here **conservate** is more emphatic than **servate**.)
8. **Rumor volat.**
Rumor flies (moves quickly). (**Volare** gives us “volatile”; sharing with students, or soliciting from them, a few derivatives is a useful technique when encountering new vocabulary.)
9. **Me non amat.**
He (she) does not love me. (Again, the adv. precedes the vb., which is usually placed at the end of the sent. or clause.)
10. **Nihil me terret.**
Nothing terrifies (frightens) me. (SOV; for this typical word order, cp. #1 above.)
11. **Apollo me saepe servat.**
Apollo often guards (protects) me. (Apollo was god of the sun and the arts and also protector of shepherds.)
12. **Salvete!—quid videtis? Nihil videmus.**
Hello!—what do you see? We see nothing.
13. **Saepe nihil cogitas.**
You often think (about) nothing. (Descartes, the 17th century philosopher, is known for the maxim **cogito ergo sum**, “I think, therefore I am.”)
14. **Bis das, si cito das.**
You give twice if you give quickly. (A famous Roman proverb meaning that a quick response to a person in need is worth twice as much as a slow one; **bis** is from the same origin as the prefix **bi-** in “bicycle” and **cito** contains the same root as Eng. “excite” and “incite.” The vb. **do** is irreg. in that the pres.-stem vowel **-a-** is long only in the sg. imper. **da** and the 2nd pers. pres. indic. **das**.)
15. **Si vales, valeo.**
If you are well, I am well (if you’re okay, I’m okay). (As the note in the text points out, this was a common salutation in Roman letters, just as **vale/valete** was often employed at the end of a letter.)
16. What does he see?
Quid videt? (Lat. uses pron. subjs. only for emphasis; usually, as here, a pronominal subj. is simply expressed in the vb. ending.)
17. They are giving nothing.
Nihil dant. (**Dant nihil** is acceptable of course; but in Lat. the vb. usually goes at the end.)
18. You ought not to praise me.
Mē nōn laudāre dēbēs (or, pl., **dēbētis**).
19. If I err, he often warns me.
Sī errō, mē saepe monet.

Teachers Guide Wheelock

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Teachers' Guide to Child Development Arch Oliver Heck, California. State Curriculum Commission, Edith Anna Lathrop, Fletcher Bascom Dresslar, Frank Kale Foster, Gabriel E. Loftfield, James Frederick Abel, James Frederick Rogers, Walter Herbert Gaumnitz, Ward W Keesecker, Haskell Pruett, 1930 Cumulative Chapter Vocabulary Lists for Wheelock's Latin Richard A. LaFleur, Brad Tillery, 2006-01-01 Cumulative vocabulary lists for the 40 chapters of Wheelock's Latin The list for each chapter contains all the words for that chapter as well as for all chapters preceding e g the chapter 10 list includes all the words introduced in chapters 1 10 usefully sorted by part of speech nouns and adjectives are further sorted by declension and verbs by conjugation all English meanings are included as are macrons and accents Resources in Education ,2001 *The Publishers Weekly* ,1926 **Handbook of Applied Developmental Science** Richard M. Lerner, Francine Jacobs, Donald Wertlieb, 2003 The Handbook of Applied Developmental Science is the only work to comprehensively present the latest theory research and application from applied developmental science ADS and the positive psychology movement It summarizes and synthesizes the best scientific knowledge from ADS to help readers understand the efforts being made around the world to ensure that all children and adolescents develop into healthy adults who contribute positively to society The Handbook is also the first resource to organize and integrate both the prevention and promotion approaches to programs and policies for children adolescents and families In addition the Handbook provides a detailed road map for future research and for actions that will promote positive child youth and family development Published in four volumes the Handbook features 95 chapters by more than 150 contributors many of who are renowned leaders in the field Volume 1 describes the foundation of applied developmental science its historical development and current scientific and professional efforts to develop policies and programs that promote positive child adolescent and family development Volume 2 examines public policy and government service systems Volume 3 discusses community systems for enhancing citizenship and promoting a civil society Finally Volume 4 outlines methods for university engagement and academic outreach Feature and Benefits Four comprehensive topical volumes Approximately 2 200 pages 95 chapters More than 150 contributors many of whom are world renowned leaders in applied development science from the academic professional and policy and political arenas Forewords for each volume written by well known authorities including Edward Zigler co founder of the Head Start program US Congressman Elijah E Cummings David Bell International Youth Foundation and Graham Spanier President The Pennsylvania State University Designed for a wide audience the Handbook will be an important addition to your library collection It offers a single source for information about fostering generations of healthy children and families It is designed specifically to meet the needs of Faculty and students in the fields of psychology human development family studies policy studies nursing allied health and education Staff and volunteers working in non governmental organizations Members of local state national and international government organizations and personnel involved in policy and program development

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