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Manual

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TEACHER'S MANUAL
TO ACCOMPANY
SECOND LATIN LESSONS

BY
CHARLES EDGAR LITTLE, PH.D.
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AND
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PEABODY DEMONSTRATION SCHOOL



D. C. HEATH AND COMPANY
BOSTON NEW YORK CHICAGO LONDON
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PART I. GENERAL SUGGESTIONS

PLAN OF THE BOOK

SECOND LATIN LESSONS is so organized that it forms a unit following FIRST LATIN LESSONS, though it may be used with equal advantage after any good first-year book. As in FIRST LATIN LESSONS, new forms and principles of syntax are met first in enlightening context, grammar lessons are introduced as needed to clarify and to fix important new constructions or forms, English and Latin word study is progressively developed, opportunity for the use of oral Latin is offered in the questions following each section of reading material, and references for supplementary reading material in English are given. In addition to these features, vocabulary drills are introduced after almost every section of reading material, and definite lessons are introduced dealing with historical background as well as a few grammar lessons dealing with the fundamental principles of general language structure.

Lessons I–XIX of SECOND LATIN LESSONS are identical with Lessons LXXVI–XCIV of FIRST LATIN LESSONS. This arrangement permits the second-year class to take up the work of the second year just where it stopped at the close of the first year and allows for difference in the ability of classes and in the requirements of various school systems.

In Lesson I of SECOND LATIN LESSONS the pupil begins to read Latin written by a Roman. Although these stories have been simplified, especially in the first few lessons, they still retain much of the distinctive style and beauty of the original. This simplified Latin used in the first part of the second year, taken as it is from classical authors, conforms to the genius of the Latin language and expresses the spirit of the Romans as no

artificially made Latin can possibly do. The pupil is then introduced to passages of increasing difficulty until by the middle of the year he becomes able to read classical Latin in its original form.

AMOUNT OF MATERIAL

SECOND LATIN LESSONS contains more material than can be covered in one year by the average class. But the provision of more material than the minimum requirement gives the teacher freedom in choice of subject matter, furnishes supplementary material for the bright pupil, and the extra material needed by a class which has begun Latin in the seventh or eighth grade. Choosing from this wealth of subject matter may cause the inexperienced teacher some concern. For this reason it seems desirable to outline the minimum requirement in reading, forms, and principles of syntax as laid down in the *Report* of the Classical Investigation together with additional material from which the teacher may choose as time permits or his school system requires. The words given in the vocabulary drills correspond closely to the list decided upon by the College Entrance Examination Board as a minimum which the pupil should know at the end of the second year, and therefore no vocabulary drills should be omitted. No standard for the amount of derivative study to be covered has been laid down. A pretty safe rule for the inexperienced teacher would be to devote an average of five minutes a day of class time to derivative work.

READING MATERIAL

The average class should be able to cover in the first semester the reading material contained in Parts I, II, III, and in Part IV as far as Chapter 30 of Book I of Caesar and be ready to begin in the second semester the reading of the unsimplified text of Caesar as suggested in the *Report* of the Classical Investigation. Parts I, II, and III are divided into lessons. A "lesson" is not necessarily intended for a single day's assignment. The division into lessons is based on topics, and the amount of class time to be

devoted to a given lesson must be determined by the amount and variety of teaching material provided and by the ability and previous preparation of the class.

The reading requirement for the second year as recommended in the *Report* of the Classical Investigation will be satisfied by the reading of all the selections in Parts I, II, and III, the simplified passages from Book I, Chapters 1-29, of *Caesar's Gallic War*, and sixty-eight additional chapters (averaging about sixteen lines each) taken from the other books of *Caesar's Gallic War* as given in Part IV. These chapters may be read in the order given in the book or the teacher and the class may choose the topics of most interest from the following list:

1. Roman Warfare
 - a. A battle on land Bk. II, 18-28
 - b. A battle on the sea Bk. III, 9-16
 - c. The siege of a town Bk. II, 29-33
Bk. VII, 69-89
2. The invasion of Britain Bk. IV, 20-36
3. The customs of the Britons Bk. V, 5-23
4. The customs of the Gauls Bk. VI, 11-20
5. The customs of the Germans Bk. VI, 21-28
6. Stories of heroic deeds
 - a. In Cicero's camp Bk. V, 38-52
 - b. Petronius Bk. VII, 50
 - c. The standard bearer Bk. IV, 25.

A teacher who prefers to omit some of the simplified selections in Parts I, II, and III may do so by substituting an equal amount of reading material taken from Part IV. The authors believe, however, that the reading of the selections from Ovid, Pliny, Plautus, and Terence will give the pupil a much broader view of Roman life and hold his interest better than would result from reading selections taken exclusively from *Caesar's Gallic War*. These simplified selections have been chosen also because they contain so many illustrations of the new principles of syntax and so many examples of the new forms which the pupil should

learn in the first half of the second year. Especially helpful is the introduction to the forms and uses of the subjunctive in the simple sentences of Plautus and Terence.

SYNTAX AND FORMS: MINIMUM REQUIREMENTS

The following table contains the minimum list of constructions and forms to be taught in the second year according to the *Report* of the Classical Investigation and indicates the lessons or exercises in writing Latin in which these constructions have been treated in SECOND LATIN LESSONS. Several of the constructions and forms included in the *Report* are not listed here, as they have already been treated in FIRST LATIN LESSONS.

LESSON OR EXERCISE	CONSTRUCTION	FORM
Lesson V	Dative with special verbs	Deponents, first conj.
Lesson IX	Ablative absolute	Deponents, second conj.
Lesson XIII		Pres. act. participle Deponents, third conj.
Lesson XVI	Dative with compound verbs	Deponents, -ior verbs of third conj.
Lesson XIX		Nine irregular adjectives Deponents, fourth conj.
Lesson XXII	Place to which without prep. Place from which without prep.	
Lesson XXVI	Perfect and future infinitives in indirect discourse	Perfect and future infinitives
Lesson XXIX	Use of gerund	Gerund
Lesson XXXI	Volitive subjunctive	Present subjunctive active

Lesson XXXIII	Noun clause of desire	Imp. subj. act., pres. and imp. subj. of sum
Lesson XXXIV (Secs. 173 and 174)		Pres. and imp. subj. passive
Lesson XXXVI (Secs. 179-187)	Adverb clause of purpose	Volō, nōlō, mālō
Lesson XXXVIII	Indirect question Sequence of tenses	Perfect and plu- perfect subjunc- tive
Lesson XXXIX (Secs. 215-220)	Adverb clause of result	
Lesson XLIII (Secs. 272-273)	Relative clause of purpose	
Lesson XLV	Cum -clauses	
Lesson XLIX	Essentials of indirect dis- course	
Lesson L	Genitive of description	
Lesson LI	Subordinate clauses in in- direct discourse	quisque
Lesson LIII	Subjunctive in a clause of anticipation	fīō
Lesson LV (Secs. 469-471)		aliquis
Lesson LVI	Expressions of purpose, ge- rundive	
Exercise III (p. 554)	Dative of purpose Dative of reference Dative of possessor	
Exercise VI (p. 556)	Ablative of description Ablative with deponents	

ADDITIONAL SYNTAX

Few teachers will be satisfied to cover merely the minimum requirement in syntax and will wish to make a study of additional constructions. For this purpose the teacher may select

from the following table those lessons which best suit the needs of his class. He may also make use of the Exercises for Writing Latin on pages 553-564:

LESSON	CONSTRUCTION
XXV	Locative case
XXXIV	Optative subjunctive
XXXVI (Secs. 188-192)	Potential subjunctive
XXXIX (Secs. 210-214)	Noun clause of fear
XL	Noun clause of tendency
XLIII (Secs. 266-271)	Relative clause of characteristic
XLIV	Voice and tense
XLVI	Active periphrastic
	Passive periphrastic
XLVII	Objective genitive
	Subjective genitive
	Appositional genitive
XLVIII	Quod-clause of fact
	Quod-clause of respect
LII	Temporal clauses
LIV	Commands in indirect discourse
LV	Quod-clause of cause

Material other than syntax may be selected from the following lessons:

LESSON	TOPIC
XLI	Changes in Latin
	Latin in English
	Compounds in Plautus
LVII	Roman Britain
Sec. 599	Romanization of Germany
LVIII	Alesia and other Gallic towns
Sec. 635	French Place Names
XLII	Reading, Understanding, and Translating Latin

UNDERSTANDING LATIN IN THE LATIN ORDER

If the pupil has been trained from the beginning of his Latin study to read each sentence through in Latin and to attempt to grasp the thought of the Latin sentence in the Latin order before making any attempt to put the thought into English, he can be led, with a little encouragement and help, to continue this method of reading when he takes up the more difficult material selected from classical authors. If the pupil has not been so trained in his first year's work, the teacher must make every effort to induce him to read in this manner. The teacher should use a part of the class period for the supervised study of a portion of the advance reading assignment. Some such methods as the following will prove helpful:

1. The teacher reads a sentence through slowly in Latin with proper phrasing and indication of word-groups while the pupils follow and get as much of the thought as they can.

2. The teacher or a pupil reads the sentence through again in Latin slowly, pausing after each thought unit. In the case of a simple sentence in which all the words and constructions are familiar, the pupils will probably have gained the sense of the sentence after this second reading and be able to give a fair English translation.

3. If the thought has been grasped but the English expression is poor, the teacher shows the pupil how to choose a more suitable form of English expression either from the pupil's own active vocabulary or by consulting the Latin-English vocabulary in the textbook.

4. In the case of a more difficult passage, the pupil consults the notes on the passage for an explanation of any new construction, or for help on the translation. The pupil considers the relation of an unfamiliar Latin word to a known English or Latin word and then attempts to gain the meaning of the new word, (1) from the context, (2) from a related Latin word, (3) from a related English word. If these means fail the pupil

consults the vocabulary. The pupil then reads the passage through again in Latin and gives an English translation.

In the case of very simple sentences the English translation need not be required. However, the rendering of a passage into idiomatic English is an excellent training in English expression. The main effort in studying most reading lessons should be not primarily *translation* but *comprehension*.

Occasional exercises where the main effort is directed toward translation are very profitable. These should always follow careful study to comprehend some fine passage. Sometimes the translation should be oral, sometimes written, and frequently the teacher should lead in discussion and comparison of the various translations offered.

When Caesar is begun the same methods of reading should be carried on, but with special attention to training the pupil to say in English what Caesar has said in Latin and as nearly as possible in the same style as he has said it. See Lesson XLII for suggestions on this point.

The use of marks, such as the following, to indicate some of the more common constructions will help the pupil in grasping the thought of the Latin. These indications of constructions should be made by the pupil in the text or in a written copy of the passage as an aid to comprehension before translation is attempted:

<i>Construction</i>	<i>Mark</i>	<i>Example</i>
Direct object	straight underline	<u>rosam</u>
Acc. subject infinitive	broken underline	<u>puerum</u>
Dative case	waved underline	<u>puerō</u>
Ablative absolute	box	proeliō factō
Indirect statement	single quotation	' <u>puerum venire</u> '
Subordinate indicative clause	parenthesis	(quī obtinēbat)
Subordinate subjunctive clause	bracket	[<u>ut rēgnum oc- cupāret</u>]
Independent subjunctive		eāmus

Since the marks suggested above are purely arbitrary they may be changed or added to as the teacher sees fit. Since the purpose of this sort of analysis of the Latin sentence is to help the pupil get the correct meaning of the Latin in the Latin order, such analysis should always precede translation. It may also be used by the teacher to correct faulty translation which has resulted from the pupil's failure to understand the structure of the Latin sentence.

QUESTIONS IN LATIN (INTERROGĀTIŌNĒS)

Each reading section is followed by a few easy questions in Latin. These questions may be answered orally in Latin, the answers may be written in Latin, or they may be answered in English. The simpler ones should be answered orally in Latin, as the use of a little oral Latin will do much toward adding interest to the recitation.

These questions may be used for several purposes, as suggested in the Teacher's Manual for FIRST LATIN LESSONS:

1. As a snappy review of the preceding reading assignment.
2. As a test for comprehension of the passage read.
3. As a means of motivating the reading of the advance assignment (when read at sight).
4. As a means of drill on new words, forms, or principles of syntax.

VOCABULARY DRILLS

Almost every reading section is followed by a Vocabulary Drill containing a short list of words taken from the section just read. There are about one thousand words in these drills, chosen from the lists compiled by Lodge, by Hurlbut, and by the College Entrance Examination Board. About half of these words will be familiar to the pupil from his first year's study and are included here for review. Of these words set for mastery the pupil should learn not only the meaning, but the genitive and

gender of nouns, all nominative forms of adjectives, the cases used with the prepositions, and the principal parts of the verbs. These words have been chosen because of their frequency of occurrence and because the ability to recognize them will be of great assistance to the pupil in reading Latin. Various devices will be necessary to encourage the pupils to learn them. Monotony may be avoided by the use of different types of drill such as the following:

1. Certain pupils write the Latin drill words on the board from memory while the rest watch for errors.
2. The pupils give the Latin words orally as the teacher gives the English (or vice versa).
3. All the pupils write the Latin words as the teacher gives the English (or vice versa) and the papers are checked in class or by the teacher.
4. As practice in word formation, the pupils give orally from memory groups of Latin words as the teacher indicates a given root, suffix, or prefix.

Vocabulary reviews covering several Vocabulary Drills may be motivated by a spelling match or by a contest similar to a spelling match in which the meaning of the Latin word is given.

FORMS AND SYNTAX

A review of all the forms studied in the first year is contained in the form drills which follow the reading sections of Parts I and II. A review and summary of the rules of syntax studied in the first year are included in the grammar lessons of Parts I and II.

All new grammatical forms and principles of syntax are first introduced in the reading material with explanatory notes. After a few examples of a new form or principle of syntax have been met in the reading, these examples are grouped and studied in a grammar lesson. These grammar lessons contain more forms and principles of syntax than the minimum recommended in the *Report* of the Classical Investigation, as many teachers

will not be content to cover merely the minimum requirement. Those lessons which contain material not included in the minimum requirement are listed on p. 6 of this Manual and may be omitted if desired.

WRITING LATIN

Each grammar lesson contains English sentences to be turned into Latin. The writing of these sentences should be preceded by a study and discussion of the new principle of syntax or the new forms involved. The teacher who wishes to devote more time to the writing of Latin will find additional exercises for writing Latin in the Appendix, pp. 553-564. These exercises contain drill on the principal constructions with which the pupil should be familiar at the end of the second year. Each exercise consists of two parts. Part **A** contains unrelated sentences and Part **B** contains connected sentences.

COMPREHENSION

A certain amount of time must be spent on the study of new forms, principles of syntax, and new vocabulary, but all these elements must be considered merely as means for increasing the pupil's ability to comprehend the meaning of the Latin which he is reading. The oral reading of the Latin and the discussion of the meaning should occupy the major portion of the recitation period. The mere translation of a passage is not always an indication that the thought has been grasped and should not be used exclusively as a test of comprehension or indeed occupy any large part of the class period. Several devices may be used to test the pupil's comprehension of a passage:

1. The pupil may give the story or thought in his own words.
2. The pupil may answer in English thought questions on the passage.
3. The pupil may answer in Latin or English the Latin questions following each section.
4. The pupil may be called on to give translation of a given

word group or phrase (noun and adjective, noun and its genitive, ablative absolute, etc.) first in the Latin idiom, then in the English idiom.

In a similar way clauses may be handled, both phrases and clauses being so treated as to show thought relations between the structural parts of the sentence and thus prepare the way for the translation of the thought of the whole sentence as a unit.

In reading the selections from Caesar the story should be constantly kept before the pupils. The selections in Part IV do not contain the entire story of the Gallic War but a summary of all omitted chapters is given in English, so that there need be no difficulty in keeping up with the narrative as a whole. Caesar tells a true tale well and simply and the teacher who makes comprehension of the thought of the Latin his principal objective need not fear lack of interest on the part of the pupils. Caesar's spirit of daring adventure, his description of new lands and strange customs, his stories of loyalty and bravery on the part of his own men, and his admiration for the bravery of those whom he was conquering make a perennial appeal merely as a story. And it is mainly as a story that we should present this conqueror and bold pioneer to high-school pupils. We can show Caesar too as a skillful writer telling the picturesque features of his campaigns and commenting generously on the Gallic tribes and their love of freedom. We can show also how by his conquests Caesar brings order out of the chaos caused by the fighting of the tribes among themselves and how he organizes the conquered country and starts it on a new career of prosperity and civilization which is to last almost without interruption for four hundred years.

DEVELOPMENT OF HISTORICAL AND CULTURAL BACKGROUND

The subject matter of the reading material in Part I introduces the pupil to the myths of the Romans through the selections from Ovid; in Part II to the home and social life of the Romans

through the selections from Pliny; in Part III to the Roman theater and to glimpses of the social life of the Romans through the selections from Plautus and Terence. The selections from Caesar include many interesting topics. Among these are the customs of the early Gauls, Germans, Britons, the methods of warfare used by the Romans, geography as related to history, migrations of early Germans and Helvetians, political situations in Gaul, and the effect of Caesar's conquest on Gaul. Further information in regard to some of these topics is given in the special lessons on historical background. The value of illustrations in the development of an historical background cannot be overestimated. The many phases of Roman life touched upon in the reading material are amply illustrated by pictures that with the aid of the teacher will help the pupil visualize the everyday life of the Roman in some of its most important aspects.

Numerous references are made to parallel readings in English. The following list of books for supplementary reading in English is suggested as a minimum:

Johnston: *Private Life of the Romans.*

Sandys: *Companion to Latin Studies.*

Fowler: *Life of Caesar.*

Davis: *A Friend of Caesar.*

Whitehead: *The Standard Bearer.*

One or more of the following books on myths:

Sabin: *Classic Myths that Live Today.*

Gayley: *Classic Myths in English Literature.*

Guerber: *Myths of Greece and Rome.*

Bulfinch: *Age of Fable.*

SUPPLEMENTARY MATERIAL

A much more complete list of books for supplementary reading may be obtained from the Service Bureau for Classical Teachers, New York University, Washington Square, New York. This bureau will furnish the teacher with much other valuable

material, lists of pictures, plays, suggestions for the bulletin board, for posters, for an exhibit, for supplementary material of all kinds designed to add interest to the course. The teacher will find the following professional magazines very helpful: *Latin Notes* (published by Service Bureau for Classical Teachers, New York University, Washington Square, New York), *The Classical Journal* (published by the Classical Association of the Middle West and South, J. O. Lofberg, Secretary, Oberlin College, Oberlin, Ohio), and *The Classical Weekly* (published by the Classical Association of the Middle Atlantic States, Charles Knapp, Secretary, Columbia University, New York). Every Latin teacher should own a copy of the complete or abridged edition of the *General Report* of the Classical Investigation (published by the American Classical League, New York). In addition to a good unabridged English dictionary, the teacher will get much help from the following books:

Harper's Latin Dictionary, edited by Lewis and Short (American Book Co.).

Skeat's Concise Etymological Dictionary of the English Language (Oxford University Press).

Weekley's Etymological Dictionary of Modern English (Longmans).

Harper's Dictionary of Classical Literature and Antiquities, edited by Peck (American Book Co.).

A list of dealers in lantern slides may be found in *Bulletin XIII* published by the Service Bureau or in *The Classical Journal*, Vol. XVII, p. 230. This same issue of the *Journal* also contains a list of moving pictures dealing with Roman subjects.

ENGLISH DERIVATIVES

Almost every section of reading material is followed by an English and Latin Word Study based on the vocabulary of the section. Some word study should form a part of every lesson, though a portion of each study may be omitted or other word

study may be substituted if the teacher sees fit. The purpose of these studies in derivation and the analysis of word-parts is fourfold: (1) to train the pupil to discover the significant parts of the Latin words and trace the changing meanings as these parts change; (2) to train the pupil to detect these same significant parts in English words and find how they correspond to the parts of the original Latin words; (3) to develop the ability to interpret unfamiliar English words or to understand familiar English words more clearly from a knowledge of the Latin originals; (4) to develop the ability to interpret an unfamiliar Latin word which is derived from a familiar Latin word.

All of the more common prefixes and suffixes are included in these studies. The pupil should be trained to give the meaning of any derived Latin or English word in such a way as to show clearly the meaning of the simple Latin word from which it is derived and the force of prefix or suffix; e.g., *mental* (from *mēns, mentis*), pertaining to the mind; *servātor* (from *servāre*), one who serves.

The following reference books will be found useful:

1. In studying the word from the English standpoint, Skeat's *Etymological Dictionary of the English Language*.
2. In studying groups of words from the Latin standpoint, Jenks's *Latin Word Formation*.
3. In studying words from the French standpoint, Brachet's (or Clédat's) *Etymological Dictionary of the French Language*.

PART II. LESSON PLANS

The last 50 pages of FIRST LATIN LESSONS are identical with Part I of SECOND LATIN LESSONS and may be covered in the first year if time permits the reading of more material or the course of study of the school requires the additional grammar material. The grammar lessons cover the following topics:

- LESSON V: Dative with special verbs;
Review of dative forms and uses;
Deponents of first conjugation.
- LESSON IX: Ablative absolute;
Review of ablative forms and uses;
Deponents of second conjugation.
- LESSON XIII: Present active participle;
Deponents of third conjugation.
- LESSON XVI: Dative with compound verbs;
Deponent verbs of third conjugation in *-ior*.
- LESSON XIX: Nine irregular adjectives;
Deponents of fourth conjugation.

Each of the reading sections is followed by questions in Latin and also by Special Studies based on the section. These Special Studies consist of:

1. Vocabulary Drills.

Each vocabulary drill contains ten or twelve words found in the section which it follows. The words are chosen from the lists mentioned on p. 9 of this manual. About half of the words are new, half are words already studied and are included here for review.

2. *English and Latin Word Studies.*

Some study of Latin word formation or English derivatives should be included in each lesson. These first word studies contain a review of the prefixes and suffixes generally learned in the first year. If more material is included than a given class can cover, a portion of each study may be omitted.

3. *Form Drills.*

The form drills include all forms previously learned with a very few new forms added. Since these drills are largely reviews, they should require little outside preparation. They should not, however, be omitted, as a knowledge of forms, their function, and the English way of expressing the same idea is probably the most important factor in developing power to read and understand Latin.

LESSON I

1. The outline of Ovid's life given in this section should be learned. The teacher or a bright pupil may give additional incidents in the life of Ovid. Ovid writes about a great flood, with which the flood described in the book of Genesis may be compared. According to the Bible story eight people and a number of animals were saved. In the Greek story, which was Ovid's source, only two persons were saved.

2. To avoid difficulty in interpretation call attention to the following facts before the section is assigned for study:

1. Ovid represents the home of the winds as in a cave on a little island north of Sicily.

2. The king of the winds, Aeolus, keeps them confined in the cave and looses them as ordered by the gods.

3. Aquilo blows away the clouds and brings fair weather.

4. Notus, white haired, with moisture dripping from hair, beard, and garments, brings wet weather.

5. He causes thunder and rain by pressing the clouds with his hands.

6. Iris, goddess of the rainbow, draws up the water from the earth and gives it as food to the clouds.

4. Ten minutes of class time should be enough to cover this special study. Eleven pupils may be sent to the board with the following assignments (either written on slips of paper or as headings on the board before the class assembles):

1. Genitive, gender, meaning of **annus, aqua, caelum, cibus**.
2. Meaning and case used with **ab (ā), ex (ē), in**.
3. Principal parts and meanings of **cōstituō, dēmittō, ēmittō, premō**.
4. Declension of **aqua** (English to be given orally).
5. Declension of **annus** (English to be given orally).
6. Present active indicative of **premere** (English to be given orally).
7. Imperfect active indicative of **premere** (English to be given orally).
8. Future active, etc.
9. Present passive, etc.
10. Imperfect passive, etc.
11. Future passive, etc.

Try to send half the class to the board for each such assignment. Give the pupils permanent numbers and send all even numbers to the board one day and odd numbers the next day. The ones left at the seats should be held responsible for errors at the board; e.g., when No. 2 writes, No. 1 watches No. 2; when No. 4 writes, No. 3 watches No. 4, etc.

(2) The English and Latin Word Study may be either oral or written and need not take more than three or four minutes. The derivation and meaning should be given as follows:

constitution, from *cōstituō*, means result of deciding
emission, from *ēmittō*, means act of sending forth
impression, from *premō*, means result of pressing upon
mortal, from *mors*, means subject (pertaining) to death
annual, from *annus*, means pertaining to a year
constitutional, from *cōstitūtiō*, means pertaining to a constitution.

LESSON II

5. To aid in interpretation of the passage, call attention to the following facts before it is assigned for study:

1. The Greeks and Romans thought that each river had its own god.
2. Neptune, god of the sea, brother of Jupiter, controlled the gods of the rivers also.
3. Jupiter asks Neptune to aid him by ordering the river gods to cause the rivers to overflow and cover the land.

In l. 11 have pupils mark the new dative *tantō malō* and note the use.

7. (3) The only new forms are those of *vīs*. See App. 5.

LESSON III

8. In l. 6 have the dative *rāmīs* marked and noted.

In l. 11 have the dative *quibus* marked and noted.

10. (2) *a*. Many of the English names of animals and trees are derived from Latin or through Latin from Greek. It is interesting to note that many common objects are known to us by the same names that were used hundreds of years ago.

LESSON IV

11. In the Bible story Noah lands on Mt. Ararat and one of his first acts is to build an altar and thank Jehovah for his deliverance.

Explain to the pupils the meaning of an oracle as a cryptic or hidden saying whose exact meaning must be discovered by the person to whom the oracle is given.

LESSON V

New forms: Deponents of the first conjugation.

New syntax: Dative with special verbs.

15. The list of verbs with their principal parts and meanings should be memorized.

16. Use the same mark for these datives as for the other datives studied. Cf. Secs. 5 and 8.

17. The Latin verb rather than the English meaning is given in the rule, as it seems much more helpful for the pupil to learn the actual list of verbs which he will use rather than a list of English verbs which cannot be accurate. The verb *imperō*, for example, takes the dative case, but not all verbs meaning "to command" require a dative. Have the pupils memorize the six verbs found in Sec. 15 and then add new verbs which require dative, as they are met in the later reading.

19. 1. *Hominēs malī orāculīs deōrum nōn crēdunt.*
 2. *Hominēs dēlētī sunt (narrative) quod Iovī nōn pārēbant (descriptive or customary action).*
 3. *Deucalion et Pyrrha deō placēbant.*
 4. *(Eī) diīs (dīs) dōna multa dederant et imperātīs eōrum pāruerant.*
 5. *Dōna hominum bonōrum semper sunt cāra et grāta diīs (dīs).*

20. Do not fail to note the derivation of the word "deponent." In Sec. 13 (3) the first conjugation was reviewed. The form of the deponent verb should cause no trouble and the emphasis should be on its use and its translation.

LESSON VI

21. In line 4 the ablative absolute occurs for the first time. Have the new construction blocked off as in the following examples and call attention to the parts of speech of which it is composed:

Nūbibus remōtīs, composed of a noun in the ablative case and a perfect passive participle in agreement.

dēpositō tridente, in l. 5, composed of a noun in the ablative case and a perfect passive participle in agreement.

Other constructions which should be marked and noted are:

In l. 2, 'Ūnum virum . . . superesse,' indirect statement with the verb *videt*.

In l. 4, caelō . . . terrīs, indirect objects.

In l. 6, conchae, dative with the compound verb *īnspirāre*.

LESSON VII

24. Constructions to be marked or noted are:

In l. 2, multīs lacrimīs, ablative of manner.

In l. 8, hōc modō, ablative of manner.

In l. 12, quō modō, ablative of manner.

In l. 8, eīs, dative with *placuit*.

In l. 10, mūscō, ablative of cause.

In l. 12, saxō, dative, indirect object.

In l. 13, nōbīs, dative, indirect object.

LESSON VIII

27. Constructions to be marked or noted are:

In l. 2, imperātīs, dative with *pārēre*;

mihi, dative, indirect object.

In l. 3, umbrīs, dative with *nocēre*.

In l. 11, statuae, dative with adjective *similis*.

In l. 3, iactātīs ossibus, ablative absolute composed of a noun in the ablative case and a perfect passive participle in agreement.

In l. 6, 'lapidēs in corpore terrae ossa dīcī,' an indirect statement depending on *putō*.

LESSON IX

New forms: Deponents of the second conjugation.

New syntax: The ablative absolute.

The motto **vice versa** is an example of an ablative absolute phrase which has been brought over into English. Have the pupils pronounce both as Latin and as English.

30. The first two examples of the ablative absolute discussed in this section have occurred in the reading exercises and the pupil should be familiar with the translation and the parts of speech used. In Example 3 the ablative absolute is composed of a noun and adjective, in Example 4 of two nouns. The pupil should be taught to translate the thought of the ablative absolute phrase tentatively by using a *with*-phrase and then to expand the phrase into a clause which will show more clearly the connection with the rest of the sentence. The teacher should make sure that the pupils understand fully the discussion given in Sec. 32.

33. 1. With the winds shut up, etc., *Ventīs clausīs Iuppiter nūbēs ēmīsīt.*

2. With the sky filled with clouds, etc., *Caelō nūbibus complētō, Iuppiter frātrem suum Neptūnum advocāvit.*

3. With the earth struck, etc., *Terrā percussā, Neptūnus viam aquīs (aquārum) patefēcīt (aperuit).*

4. With the signal given, etc., *Signō datō, Triton flūmina et undās (undāsque) revocāvit.*

5. With many men destroyed, etc., *Multīs hominibus dēlētīs, Iuppiter tamen ūnī virō et ūnī fēminae pepercīt.*

6. With the mountain gained, etc., *Monte captō, (eī) templō Themidis appropinquāvērunt.*

36. The list of ablatives in this section should be memorized and closely associated with the ablative endings summarized in Sec. 35.

LESSON X

38. Consult a book on mythology for the story of Perseus up to the time of his meeting with Andromeda. See Sec. 41 (5) for references.

39. Constructions to be marked or noted are:

In l. 2, Pennīs resūmptīs, abl. abs., composed of a noun and a perfect passive participle.

In l. 3, mōtis tālāribus, abl. abs., etc.

In l. 4, Gentibus . . . relictīs, abl. abs., etc.

In l. 6, Andromedān immeritam māternae linguae poenās pendere, an infinitive phrase used after *iusserat*.

In l. 10, *catēnīs*, abl. with *dignus*.

In l. 11, *requīrentī* and *īstantī* (l. 13) should merely be noted as new participial forms to be studied later.

In l. 14, nārrātīs omnibus, abl. abs., etc.

In l. 15, pontō, dat. with the compound *imminet*.

LESSON XI

42. Constructions to be marked or noted are:

In l. 7, dōtibus, indirect object.

In l. 10, dīmōtis . . . undīs, abl. abs.

In l. 10, rūpibus, dat. with *appropinquat*.

In l. 11, tellūre . . . repulsā, abl. abs.

In l. 12, *āēra*, accusative singular of the Greek third declension.

In l. 14, aquīs, dat. with the compound *subdit*.

LESSON XII

45. Constructions to be marked or noted are:

In l. 3, tālāribus, dat. with crēdere.

In l. 3, stantibus aquis, abl. abs.

In l. 4, pontō mōtō, abl. abs.

In l. 10, dīs, dat., indirect object.

In l. 12, deae . . . Mercūriō . . . summō, dat., indirect objects.

A present participle of each conjugation has been used in the reading lessons; see note 5. These should be listed on the board as follows:

PRES. INF.	PRES. PART.
stāre	stāns
tenēre	tenēns
requīrere	requīrēns
venīre	veniēns

The pupils should attempt to form a rule for the formation of the present participle and compare their statement with Sec. 48. This should be done immediately before the assignment of the following grammar lesson.

LESSON XIII

New forms: Present participle; deponents of third conjugation.

52. English words derived from present participles of the first conjugation end in *-ant*, but not all English words ending in *-ant* are derived from first conjugation verbs. Note carefully Secs. 53 and 54.

55. The pupils should make individual charts or a large class chart as follows:

LATIN VERB	PRES. PARTICIPLE	ACC. CASE	ENGLISH
agere	agēns	agentem	agent
appārere	appārēns	appārentem	apparent
ascendere	ascendēns	ascendentem	ascendent
compōnere	compōnēns	compōnentem	component
cōstituere	cōstituēns	cōstituentem	constituent
cōsistere	cōsistēns	cōsistentem	consistent
continēre	continēns	continentem	continent
cūrrere	cūrrēns	currentem	current
fluere	fluēns	fluentem	fluent
ignōrāre	ignōrāns	ignōrantem	ignorant
importāre	importāns	importantem	important
inhabitāre	inhabitāns	inhabitantem	inhabitant
īnsurgere	īnsurgēns	īnsurgentem	insurgent
īnstāre	īnstāns	īstantem	instant
latēre	latēns	latentem	latent

The pupil should give orally the meaning of each Latin present participle and connect the meaning of the English derivative with the meaning of the Latin participle; e.g., an *agent* is a person *doing* something.

56. 1. Perseus patrī auxilium ōrantī (rogantī) benignē dīxit.
 2. Clāmōrēs puellae ab hominibus ad lītus venientibus audītī sunt.
 3. Hominēs Perseum in rūpe stantem spectābant.
 4. Perseus tergum ferae ad rūpem venientis percussit.
 5. Perseus, dextram (manum) puellae tenēns, eam ad parentēs eius dūxit.

LESSON XIV

59. Constructions to be marked or noted are:

In l. 5, vīsīs, dat. with the compound *praepōnere*.

In l. 7, cui, dat. with *licuit*.

In l. 11, Mihi, dat. of possessor, a new construction not to be emphasized here.

In l. 12, *deā*, abl. with *dignus*, the second occurrence of this construction; cf. *catēnīs* in Sec. 39, l. 10.

LESSON XV

62. Constructions to be marked or noted are:

In l. 2, mihi, dat. with the compound **praeferre**.

In l. 4, mihi, dat. with **nocēre**.

In l. 12, vōbīs creatīs, abl. abs.

In l. 13, nūllī, dat. with **cēdō**.

In l. 14, mihi, dat. with the compound **succurritis**.

In l. 15, nātīs, dat. with the compound **postpōnere**.

LESSON XVI

New forms: Deponent verbs of the third conjugation in **-ior**.

New constructions: Dative with compound verbs.

The words of this motto were spoken by Dido to Aeneas. Note the dative **miserīs** with the compound **succurrere**.

65. These sentences, taken from recent reading lessons, should already be familiar to the pupils. Have the pupils mark each dative with a waved underline. Note that many of these compound verbs are very similar in meaning to the special verbs treated in Lesson V.

68. The pupil should give the literal as well as the derived meaning of each compound verb; e.g., **adesse**, *to be for, to assist*; **antepōnere**, *to place before, to value . . . more highly than*. The derived meanings should be used in translating the completion exercise.

1. Deī rēgīnae malae nōn aderant.

The gods did not assist the wicked queen.

2. liberīs

8. rēgīnae suae

3. diīs (dīs) immortālibus

9. matrī suae, Lātōnae

4. filiābus

10. matrī suae

5. sacrificiō

11. marītō suō et liberīs (nātīs)

6. duōbus diīs (dīs)

suīs

7. sibi

12. liberīs (nātīs) suīs

69.

LATIN VERB	EXACT MEANING	ENGLISH DERIVATIVE
occurrere	to run against	occur
offerre	to carry toward	offer
omittere	to let go against	omit
opprimere	to press against	oppress
obtinēre	to hold against	obtain
praec̄lūdere	to shut out in advance	preclude
praeferre	to carry before	prefer
praec̄edere	to go before	precede
praesc̄ribere	to write in advance	prescribe
praesidēre	to sit before	preside
succurrere	to run under	succor
sufferre	to bear up under	suffer
sustinēre	to hold up beneath	sustain
supportāre	to carry beneath	support
suggerere	to put under	suggest

70. 1. Fēminae Thēbānae rēgīnae suae pārūerunt.
 2. Rēgīna deae sē anteposuit (praetulit).
 3. Dea, Lātōna, liberīs (nātīs) suīs cārissima erat (*descriptive*).
 4. Apollō mātrī suae auxilium dedit.

LESSON XVII

72. Constructions to be marked or noted are:

In l. 4, **dum . . . flectit**; **dum** is often used with the present tense in Latin, where the English idiom or manner of expression would require a past.

In l. 7, **audītō . . . sonitū**, abl. abs.

In l. 11, **labōrī**, dat. with compound **imposuerant**.

In l. 13, **pectoribus**, dat. with compound **contulerant**.

In l. 15, **solō**, dat. with compound **imposuērunt**.

In l. 19, **Dum . . . temptat**; cf. on **dum . . . flectit** in l. 4.

In l. 23, **corde . . . percussō**, abl. abs.

The pupils should be able to see some of the beauty of the original passage which has been retained in the simplified form. Note alliteration:

In l. 1, *patēns prope*.

In l. 7, *sonitū sagittae Sipylus*.

In l. 13, *pectora pectoribus*.

In l. 17, *fātiferō ferrō*.

In l. 19, *tēlum trahere temptat*.

In lines 14 and 15 note (1) repetition of *simul*; (2) no connective; (3) position of *simul*.

LESSON XVIII

75. Constructions to be marked or noted are:

In l. 2, *ferrō . . . adāctō*, abl. abs.

In l. 5, *Corporibus*, dat. with the compound *incumbit*.

In l. 6, *nātīs*, dat., indirect object.

In l. 11, *dēmissīs capillīs*, abl. abs.

In l. 14, *sorōrī*, dat. with compound *immoritur*.

In l. 15, *filiābus datīs*, abl. abs.

In l. 17, *dum . . . rogat*; cf. on Sec. 72, l. 4.

In regard to the beauty of the passage note:

In l. 16, repetition of *tōtus* with no connective between phrases.

In lines 18 and 19, *Orba*, etc.; note the rhythm of the sentence and the repetition of *-que*.

LESSON XIX

New forms: Nine irregular adjectives; deponents of fourth conjugation.

79. This list should be memorized. Each adjective should be declined in the singular.

82. Note that the genitive and dative endings of these pronouns are the same as those of the nine irregular adjectives listed in Sec. 79 except that *c* is added to the dative of *hic* giving the form *huic*.

83. Note that the plural genitive endings of all declensions end in the letters *-um* (*-ārum*, *-ōrum*, *-um* or *-ium*, *-uum*, *-ērum*).

84. 1. *Aliae fēminae deōs colunt, aliae eōs timent.*
 2. *Pulchritūdō nullius fēminae pulchritūdinem deae superat.*
 3. *Uter liberōrum (nātōrum) Lātōnae filiōs (nātōs) rēgīnae interfēcit (necāvit)?*
 4. *Alia puella misera morāta est, alia celeriter pro(cu)currit.*
 5. *Apollō mātrī suae auxilium, dolōrem alterī mātrī pollicitus est.*
 6. *Fīlia minima nātū sōla mortī frātrum suōrum et sorōrum superfuit.*
 7. *Niobēs (Greek gen.) corpus tōtum saxum erat.*
 8. *Sex filiābus interfectīs (necātīs), Niobē clamāvit, "Parce (Parcite) ūnī."*

LESSON XX

87. Constructions to be marked or noted are:

In l. 1, *Mīsēnī*, locative case, construction to be studied later; call attention to the fact that the form is identical with the genitive singular.

classī, dat. with compound *praeerat*.

In l. 3, nūbem, subject of infinitive *appārēre*.

magnitūdine et speciē, ablative of description, the first occurrence of the construction.

In l. 4, *sōle*, abl. of means with *ūtor*, the first occurrence of the construction.

In l. 6, pīnuī, dat. with adj. *similis*.

In l. 11, **domō**, abl. place from which, no preposition, the first occurrence of the construction.

In l. 12, **Tascī**, locative case; cf. **Misēnī**, l. 1.

In l. 13, **montī**, dat. with compound **subiacēbat**.

In l. 16, **Rēctinae . . . multīs**, dat., indirect objects.

In l. 20, **nāvibus**, dat. with compound **incidēbant**.

Compare the description given in ll. 5-9 with the picture on p. 56 and with a picture of a recent eruption, if one is available.

LESSON XXI

90. Constructions to be marked or noted are:

In l. 2, **gubernātōrī**, dat., indirect object.

In l. 3, **Stabiīs**, abl. place where, no preposition, construction to be studied in the following grammar lesson.

In l. 10, **hilarī**, dat. with adj. **similis**.

In l. 12, **quiētī**, dat., indirect object.

In l. 14, **līminī**, dat. with compound **obversābantur**.

In l. 21, **capitibus**, dat. with compound **imposita**.

In l. 29, **spiritū obstrūctō**, abl. abs.

In l. 30, **dormientī**, **mortuō**, dats. with adj. **similior**.

	LATIN	ENGLISH	ROOT WORD	MEANING
92. (2) c.	hilaritās	hilarity	hilaris	quality of being cheerful
	sēcūritās	security	sēcūrus	state or condition of being secure
	amplitūdō	amplitude	amplus	quality of being large

Have a pupil give a report on the number of eruptions of Vesuvius since the one in 79 A.D.

LESSON XXII

New forms: The irregular verb, **ferō**.

New syntax: Expressions of place without a preposition.

94. The only forms of **ferō** to be learned at this time are the indicative, present infinitive, present imperative, and present participle.

95. Have pupils make an outline as follows and fill in with the expressions of place found in the reading exercise:

PLACE

WHERE	FROM WHICH	TO WHICH	WHERE	FROM WHICH	TO WHICH
Abl.	Abl.	Acc.	Abl.	Abl.	Acc.
in	ab, dē, ex	ad, in	No preposition		

After the place constructions in Sec. 95 have been listed, ask questions as to the type of noun which does not have a preposition. Have the pupils check their findings by references given in Sec. 96.

98. The list of accusative uses should be memorized.

99. 1. Titus Pompeiūs Neāpolem ire voluit.
 2. (Is) Neāpolem nāve ferēbātur.
 3. Mare erat asperum et nāvis Pompeiōs relāta est.
 4. Tum viātor ex urbe terrā profectus est.
 5. (Is) ex urbe rūs celeriter lātus est et sub noctem Rōmam vēnit.
 6. Sardinia multa milia passuum ab Āfricā est.
 7. (Is) ūnum exercitum ad urbem dūxit et alium in castrīs reliquit.

LESSON XXIII

100. Constructions to be marked or noted are:

In l. 3, **Avunculō profectō**, abl. abs.

In l. 18, **quassātīs . . . tēctīs**, abl. abs.

With the description in ll. 9–10 compare the picture of a villa on page 69.

Have a report given by one of the members of the class on the Roman bath.

LESSON XXIV

103. This section contains a number of infinitives. Emphasize the different uses of the infinitive as follows:

In l. 3, **esse**, inf. with subject acc. with **cupit**.

In l. 3, **esse**, inf. with subject acc. with **cupīvit**.

In l. 4, **ēvādere**, comp. inf. with **cessātis**.

In l. 5, **cōsultūrōs esse**, inf. in ind. dis. after **respondimus**.

In l. 7, **dēscendere**, **operīre**, historical infinitives with subject (**nūbēs**) in nom. case.

In ll. 7 and 8, **ōrāre**, **hortārī**, **iubēre**, historical infinitives with subject (**māter**) in nom. case.

In l. 8, **fugere**, inf. with subject acc. with **iubēre**.

In l. 8, **posse**, inf. in ind. dis. with verb of saying implied in **iubēre**.

In l. 9, **posse**, same as **posse** in l. 8.

In l. 9, **fugere**, comp. inf. with **posse**.

In l. 10, **esse**, comp. inf. with **recūsō**.

In l. 10, **addere**, inf. with subject acc. after **cōgō**.

In l. 17, **perīre**, inf. in ind. dis. with **crēdidī**.

In l. 19, **esse**, comp. inf. with **solet**.

In l. 24, **abīre**, comp. inf. with **cupīvimus**.

LESSON XXV

New forms: Locative case.

New syntax: Use of locative.

108. Have a spell up or down on the place constructions given in this section.

The teacher says, "Vir remānsit at Rome."

The pupil says, "Rōmae" or "Vir remānsit Rōmae" and so on through the nineteen expressions given.

Another interesting drill on place constructions is for the teacher or a pupil to write on the board a Latin travelogue using the map between pages 8 and 9 or a large wall map.

109. 1. Titus Rōmae (re)manēre cupīvit sed eius avus eum rūs venīre cupīvit.
 2. Avus eum ex urbe proficīscī et Vēiōs properāre (contendere) iussit.
 3. (Is) Vēiōs Clūsium iit (īvit).
 4. (Is) Clūsīi duōs diēs (re)mānsit, tum Arrētium iit (īvit).
 5. (Is) Arretiī duās hōrās erat (fuit).
 6. Arrētiō relictō, (is) ad avī villam celeriter lātus est.

112.

VERB	PRES. PARTICIPLE	LATIN NOUN	ENGLISH
agere	agēns(-ntis)	agentia	agency
audīre	audiēns(-ntis)	audientia	audience
cadere	cadēns(-ntis)	cadentia	cadence
cōferre	cōferēns(-ntis)	cōferentia	conference
convenīre	conveniēns(-ntis)	convenientia	convenience
currere	currēns(-ntis)	currentia	currency
dēferre	dēferēns(-ntis)	dēferentia	deference
distāre	distāns(-ntis)	distantia	distance
fluere	fluēns(-ntis)	fluentia	fluency
īferre	īferēns(-ntis)	īferentia	inference
praesesse	praesēns(-ntis)	praesentia	presence
referre	referēns(-ntis)	referentia	reference

LESSON XXVI

New forms: Perfect and future infinitives.

115. Have pupils learn the rules given in Sec. 114, form the infinitives for the verbs **portāre**, **movēre**, etc., and then check results by Appendix 27.

117. The rules and examples in this section should be memorized.

119. 1. Titus scrīpsit sē Clūsiō profectum esse.
 2. (Is) scrīpsit sē Arrētīi nōn (re)mānsūrum esse.
 3. (Is) dīxit avum suum rūrī esse.
 4. (Is) pollicitus est sē avō suō pāritūrum esse.
 5. Titī pater respondet sē Arrētium nōn itūrum esse.
 6. (Is) dīcit sē aegrum fuisse et sē domī esse.
 7. Epistulā acceptā Titus humī iacēbat et librum legēbat.

LESSON XXVII

120. Note all infinitives in indirect discourse and their accusative subjects:

In l. 4, 'sē esse' depending on dīxit.

In l. 4, 'eum . . . itūrum esse . . . gestūrum esse . . . reversūrum esse . . . moritūrum esse' depending on dīxit.

LESSON XXVIII

123. Constructions to be marked or noted are:

In l. 4, **longā barbā**, **horrentī capillō**, ablatives of description modifying **senex**.

In l. 8, **oculīs**, dat. with compound verb **inerrābat**.

In l. 11, **Athēnās**, acc. place to which, without prep. because the name of a town.

In l. 12, **audītō pretiō**, abl. abs.

In l. 13, Omnibus . . . cognitīs, abl. abs.

In l. 16, scribendum, gerund, construction to be studied in the following lesson.

In l. 17, concutī, hist. inf.

In l. 18; movērī, tollere, remittere, hist. infs.

In l. 19, crēbrēscere, venīre, hist. infs.

In l. 20, audīrī, hist. inf.

In l. 21, vocantī, dat. with adj. similis.

In l. 22, tabellīs, stilō, dats. with compound verb incumbit.
capitī, dat. with compound verb insonābat.

In l. 28, Hōc factō, abl. abs.

LESSON XXIX

New forms: Gerund.

New syntax: Use of gerund.

126. For the translation of the gerund see App. 27.

130. 1. Epistolā patris lectā, Titus tempus (suum) ad lūdendum dēdidit.
2. Avus putat mentem Titī legendō altum irī.
3. Titus lūdere amat, sed pārendō avō suō placēbit.
4. Titus pollicitus est sē saepe scrīptūrum esse.
5. Pater Rōmam ibit quod medicum vidēre cupit.
6. Pater scrīpsit mātrem Neāpole (re)mānsūram esse.

LESSON XXX

Sections 131, 132, 133, 134 should be read, but not memorized. Call attention to the pictures on pp. 84, 87, 97, 447. For suggested reading see p. 91.

135. The forms of the present subjunctive are introduced. The new construction is the volitive subjunctive, which in Plautus's play has about the same force as an imperative. Have pupils mark each subjunctive as follows: fleās. List all sub-

junctives on the board as they are met in the reading. Call for the present infinitive of each verb and note the formation of the subjunctive.

The subjunctive appears in the following lines:

In l. 12, fleās	In l. 23, veniās
In l. 13, fleam	In l. 24, moneās
In l. 13, dēfleam	In l. 35, obsistat
In l. 20, habeās	In l. 59, abeās

Note the similarity in the force of these subjunctives and that of the imperatives which occur in ll. 44-55.

LESSON XXXI

New forms: Present active subjunctive.

New syntax: Volitive subjunctive.

139. By comparing the present stem of the model verbs with the present subjunctive of these verbs, the pupil should work out some such rule as the following:

To form the present subjunctive of a 1st conjugation verb, change **a** of the present stem to **e**; of a 3rd conjugation verb, change **e** of the present stem to **a**; of 2nd and 4th conjugation verbs, add **a** to the present stem. The subjunctive of an **iō** verb of the 3rd conjugation is like that of a 4th conjugation verb.

140. The endings and quantities should be:

<i>Indicative</i>	<i>Subjunctive</i>
-ō	-em
-ās	-ēs
-at	-et
-āmus	-ēmus
-ātis	-ētis
-ant	-ent

143. The pupil should also work out some such set of rules as the following for forming the present imperative:

(1) The present active imperative singular is the present stem of the verb.

(2) To form the plural add *-te* to the present stem.

(3) To form the present passive singular add *-re* to the present stem. Note the form as identical with the active infinitive.

(4) To form the present passive plural add *-minī* to the present stem. Note as identical with the present indicative passive.

- 150.
1. Fleās (Fleātis) filium meum.
Flē (Flēte) filium meum.
 2. Nē fleās (fleātis) cēnam.
 3. Aperiātis iānuam (forem) servī (servae).
Aperīte iānuam (forem) servī (servae).
 4. Veniātis tempore, puerī.
Venīte tempore, puerī.
 5. Nē veniās sērō, puer.
 6. Alius servus iānuam (forem) aperiat.
 7. Alius ignem faciat.
 8. (Nōs) cenēmus.

LESSON XXXII

151. Do not emphasize the subjunctive use (optative) which occurs in the first line. Note and mark each independent volitive subjunctive as in Sec. 135.

New subjunctive uses to be marked or noted are:

In l. 1, p. 96, [*ut . . . dētis*], noun clause of desire, object of *ōrāmus*.

In last line, p. 98, [*nē . . . vāgiant*], adverb clause giving purpose of *cūrent*.

In ll. 2-3, p. 99, [*nē . . . sint molestae*], adverb clause giving purpose of *cōnferant*.

In l. 10, p. 99; [*ut . . . adsit*], noun clause of desire, object of *ōrō*.

In l. 11, p. 99, [*nē . . . irrīdeātur*], noun clause of desire, object of *ōrō*.

LESSON XXXIII

New forms: Imperfect subjunctive, pres. and imp. subj. of **sum**.

New syntax: Noun clause of desire.

156. Refer to pp. 98 and 99 for further examples of these four ways of expressing a request.

157. To emphasize close relation between the idea expressed by the volitive subjunctive and noun clause of desire, have the pupils change the four volitive subjunctives in ll. 1 and 2 on p. 99 to noun clauses of desire as follows:

1. Poëta òrat ut mǎtrōnae tacitae spectent.
2. Poëta òrat ut (mǎtrōnae) tacitae rīdeant.
3. Poëta òrat nē (mǎtrōnae) canōrā vōce suā hīc tinniant.
4. Poëta òrat ut (mǎtrōnae) domum sermōnēs cōferant.

- 165.**
1. Imperātor hīstricus imperāvit ut spectātōrēs residērent.
 2. Imperātor imperāvit nē servī residērent.
 3. Imperātor òrāvit ut mǎtrōnae tacitae spectārent.
 4. Imperātor òrāvit nē mǎtrōnae tinnīrent.

- 166.**
1. Poëta òrat ut mǎtrōnae tacitae (tacitē) rīdeant.
 2. Poëta servōs locum liberīs dare iubet.
 3. Poëta imperat ut servī locum liberīs dent.
 4. Poëta imperat ut nūtricēs infantēs suōs domī cūrent.
 5. Poëta òrat nē mǎtrōnae molestae sint.
 6. Poëta òrāvit ut mǎtrōnae tacitae (tacitē) rīdērent.
 7. Poëta servōs locum liberīs dare iussit.
 8. Poëta imperāvit ut servī locum liberīs darent.
 9. Poëta imperāvit ut nūtricēs infantēs suōs domī cūrārent.
 10. Poëta òrāvit nē mǎtrōnae molestae essent.

LESSON XXXIV

New forms: Present and imperfect subjunctive passive.

New syntax: Optative subjunctive.

167–172, 175. May be omitted. See list on p. 6 of this Manual.

- 175.**
1. Hodiē turba nē sit.
 2. Utinam mātrōnae tacitae (tacitē) spectārent!
 3. Utinam mātrōnae nē tinnirent!
 4. Nūtricēs infantēs suōs domī cūrent!
 5. Īnfantēs quasi haedī nē vāgiant!
 6. Mātrōnae tacitae (tacitē) rīdeant.
 7. Mātrōnae nē molestae sint.
 8. Utinam domī essent!

LESSON XXXV

176. Subjunctives to be marked or noted are:

In ll. 13-14, [*satis-ne . . . deceat*], indirect question, object of *dīc*.

In l. 23, [*ut . . . cōgitēs*], noun clause of desire, object of *ōrō*.

In l. 28, [*ut ōrnāta sim*], adverb clause giving purpose of *Dā*.

In l. 38, [*Ut . . . oblinam*], adverb clause giving purpose of *Dā* of l. 36.

In l. 52, [*ut . . . placeam*], adverb clause giving purpose of *exōrnō*.

In l. 56, [*ut . . . cēnārem*], adverb clause giving purpose of *vēnī*.

LESSON XXXVI

New forms: *Volō, nōlō, mālō.*

New syntax: Adverb clause of purpose; potential subjunctive.

184. The adverb clause of purpose and the noun clause of desire are closely related in force to the independent volitive subjunctive. Emphasize the fact that these subjunctive uses have essentially the same underlying idea, the desire of the speaker.

- 187.**
1. Philēmatium mihi placēre vult.
 2. Ea mihi displicēre nōn vult.
 3. Ea sē adōrnat ut (ea) mihi placeat.

4. Mātrōnae tacitae (tacitē) spectent nē (eae) molestae sint.
5. Spectātōrēs Rōmānī gladiātōrēs saepe mālēbant.
6. Histriōnēs dēlinquere nōluērunt.
7. Philēmatium ōrāvīt ut Scapha eī cērussam daret ut (ea) mālās oblineret.
8. Philolachēs ad Philēmatium vēnit ut cum eā cēnāret.
9. Vīsne unguenta? Nōlō.
10. Philolachēs sē flōrēs nōlle dīcit.
11. (Is) sē Philēmatium mālle dīcit.

188–192. May be omitted. See p. 6 of this Manual.

- 192.
1. Velīs ventōs et tempestātēs?
 2. Quantum (ego) bene cēnāre velim!
 3. (Tū) multōs elephantōs vidērēs.
 4. (Tū) hōc nōn dubitēs.
 5. Aliquis hōc nōn sciat.
 6. Aliquis hōc nōn scīret.

LESSON XXXVII

193. Emphasize the indirect question as it is to be studied in the following grammar lesson.

Subjunctives to be marked or noted are:

In l. 3, [ut . . . sit], noun clause of desire, object of Cūrāte.

In ll. 4–5, [ut . . . praestringat], adverb clause of purpose.

In l. 11, [quem . . . servāverim], indirect question, object of Dīc.

In l. 22, [quō modō . . . frēgerīs], indirect question, object of meminī.

In l. 24, [ut . . . perforāret], adverb clause giving result of tantum ictum.

In l. 29, [quanta . . . sit], indirect question, object of Dīc.

In l. 32, [quō modō . . . habeās], indirect question, object of intellegō.

In l. 33, [nē . . . tābēscat], noun clause of fear, object of Timeō.

In l. 6, p. 122, [cūr . . . ament], indirect question, object of **Mīror**.

In ll. 7-8, [ut . . . ament et laudent], adverb clause giving result of **Tam lepidus**.

In ll. 15-16, [quid fēcerit], indirect question, object of **nōstīne**.

In l. 25, [quid . . . dīxerim], indirect question, object of **nārrāvī**.

In l. 26, [ut nārrēs], noun clause of desire, object of **ōrō**.

In l. 35, [quid . . . fēcerit], indirect question, object of **dīc**.

In l. 38, [nē . . . fierem], noun clause of fear, object of **Timēbant**.

- 194.** 1. Pyrgopolynīcēs clipeum tam splendidum esse volēbat ut oculōrum aciem in aciē hostium praestringeret.
 2. Mārs ipse erat Pyrgopolynīcī nōn pār.
 3. Pugnō suō Pyrgopolynīcēs elephantī femur frangere poterat.
 4. Bona cēna semper Artotrōgō bonam memoriam dedit.
 5. Stultus erat Thrasō.
 6. Nōn crēdēbat mīlitī glōriōsō Gnathō.

LESSON XXXVIII

New forms: Perfect and pluperfect subjunctive.

New syntax: Indirect question; sequence of tenses.

- 209.** 1. Philēmatium rogat utrum vestis eam deceat.
 2. Philēmatium rogāvit utrum vestis eam decēret.
 3. Artotrōgus scit quanta summa sit.
 4. Artotrōgus scīvit quanta summa esset.
 5. Thrasō mīrātur cūr mulierēs (fēminae) eum¹ ament.
 6. Thrasō mīrātus est cūr mulierēs (fēminae) eum¹ amārent.
 7. Gnathō scit quid rēx fēcerit.
 8. Gnathō scīvit quid rēx fēcisset.
 9. Thrasō saepe nārrat quid ōlim in convīviō dīxerit.
 10. Thrasō saepe nārrābat quid ōlim in convīviō dīxisset.

¹ It is also possible to use **sē** as an indirect reflexive.

LESSON XXXIX

New syntax: Noun clause of fear, adverb clause of result.

210–214. Optional.

219. This table is useful for reference; it need not be memorized.

220. If Secs. 167–172 have been omitted, leave out Sentence 12. If Secs. 210–214 have been omitted, leave out Sentences 7, 9, 10.

1. Philēmatium est tam lepida ut Philolachēs eam magno-
pere amet.
2. Philolachēs Philēmatium tantum amat ut eī multa
dōna det.
3. Ea sē ōrnat ut eī placeat, nōn sibi.
4. Ea saepe mīrātur num satis sē ōrnāverit.
5. Artotrōgus meminerat quot hominēs Pyrgopolynīcēs
ūnō diē interfēcisset (occīdisset).
6. Artotrōgus dīxit eum tam lepidum esse ut omnēs mu-
lierēs eum laudārent.
7. Dīxit sē timēre nē bona memoria sua languēsceret.
8. Pyrgopolynīcēs dīxit sē eī optimam cēnam datūrum esse.
9. Poēta timuit nē infantēs vāgīrent.
10. Is etiam timuit ut mātrōnae tacitae spectārent.
11. Poēta ōrāvit ut mātrōnae tacitae (tacitē) rīdērent et
nē tinnīrent.
12. Hodiē turba nē sit.

LESSON XL

New syntax: Noun clause of tendency.

221–225. Optional.

Although this lesson is here indicated as optional, a knowledge of the verbs contained in the list given in Sec. 223 will be useful to the pupil in reading. Stress these verbs and their meanings. Note that they occur in Sentences 2–8 of Sec. 225.

The following Latin sentences may be used for further drill:

1. Dux effēcit ut mīlitēs fortiter pugnārent.
2. Puer impetrābit ut domum eat.
3. Rēx crudēlis coēgit ut servī semper laborārent.
4. Ēvēnit ut servī regem nōn amārent.
5. Fit ut mīlitēs fortiter pugnent.
6. Accidit ut rex nōn malus vir sit.
7. Est virōrum ut libertātem ament.

- 225.
1. Mihi persuāsit ut (ego) cum eō cēnārem.
 2. Impetrāvī ut abiret.
 3. Ēvēnit ut nōn veniret.
 4. Factum est ut fābula nōn agerētur.
 5. Est amīcōrum ut fidī semper sint.
 6. Accidit ut domī cēnārēmus.
 7. Strepitus pugilum et clāmōr mulierum coēgērunt ut grex ante tempus exīret.
 8. Spectātōrēs asperitāte suā et clamōre impulērunt ut ante tempus exīrem.

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THE GALLIC WAR

The reader should imagine himself a resident of Rome at the close of the year 58 B.C. reading the dispatch sent by the Roman governor of Gaul who has just completed two successful campaigns during his first year of office. A study and discussion of Caesar's life up to the time of his leaving Rome to take charge of his province should precede the reading of Book I of the Gallic War.

The necessary material for this discussion can be found in the Introduction to SECOND LATIN LESSONS, Part IV, pp. 143-161. Important sections to be studied before beginning Book I are 231, 232, 234, 236, 237, 238, 239. The other sections of the Introduction may be taken up as needed to help interpret the passage being read.

The translation of the Gallic War is well done in a volume published in the Loeb Classical Library (the Latin text with translation on the

opposite page by H. J. Edwards). New York: G. P. Putnam's Sons, 1917. \$2.50.

An equally good translation is by T. Rice Holmes, *Caesar's Commentaries translated into English*. The Macmillan Co., 1912. \$1.50.

The teacher provided with either or both of these books will always be sure of a correct translation of the Caesar passages even in the simplified form as given in SECOND LATIN LESSONS for Caesar's first book.

Sec. 252 (2) a. Emphasize the meaning of the suffixes as follows:

ōrnāmentum, means of adorning

flūmen, result of flowing

b.

LATIN VERB	LATIN NOUN	MEANING	ENGLISH NOUN
īnstruere	īnstrumentum	means of arranging	instrument
monēre	monumentum	means of advising	monument
docēre	documentum	means of instructing	document
impedīre	impedīmentum	means of hindering	impediment
frūī	frūmentum	means of enjoying	frumentum
agere	agmen	result of advancing	----
certāre	certāmen	result of fighting	----
nōscere (nōtus)	nōmen	means of knowing	noun

LESSON XLII

Many teachers are at a loss as to the best way to teach the pupil how to read and understand Latin and how to translate Latin into idiomatic English. This lesson will help both teacher and pupil to clarify their ideas on these points and to fix correct methods of procedure.

LESSON XLIII

New syntax: Relative clause of characteristic. Optional.
Relative clause of purpose.

- 271.** 1. Sunt quī mortem esse finem putent.
2. Pater Casticī dignus erat quī ā Rōmānīs amicus appellārētur.
3. Militēs locum idoneum dēlēgērunt in quō castra pōnerent.

273. 1. Helvētiī Orgetorīgem mīsērunt quī cum cīvitātibus finitimīs pācem faceret.
 2. Oppida sua incendērunt, ut spem domum reditiōnis tollerent.
 3. Domicilia sua incendērunt ut (quō) parātiōrēs ad profectionem essent.
 4. Helvētiī diem dīxērunt quā diē ad rīpam Rhodanī omnēs convenīrent.

LESSON XLIV

This lesson introduces no new principle of syntax, but gives a summary of voice and tense uses.

280. 1. Caesarī nūntiātum erat Helvētiōs per Prōvinciam ire cōstituisse.
 2. Caesar ex urbe contendit et ad Genavam pervēnit.
 3. Helvētiī ad rīpam Rhodanī conveniēbant.
 4. Caesaris adventū (eī) legātōs mittunt.
 5. Dīxērunt sē per Prōvinciam ire velle (cupere).
 6. Ūna legiō omnīnō Caesarī (*see App. 51*) erat, quod alii militēs nōndum pervēnerant.
 7. (Is) igitur lēgātīs respondit sē ad dēliberandum diem sūmptūrum esse.

LESSON XLV

New syntax: Cum-clauses.

The teacher who wishes to omit the **cum**-clause of concession (which is optional in the second year) may do so by leaving out Item 5 in Sec. 285, Item 4 in Sec. 286 and Sentence 5 in Sec. 288. The concessive clause, however, occurs in Book I, Chapter 26 and elsewhere in the Gallic War and may well be included in the discussion of **cum**-clauses.

286. Emphasize the mode used with each type of **cum**-clause and the English conjunction which most clearly designates the type as follows:

TYPE	ENGLISH CONJUNCTION	MODE IN LATIN
1. Time	When	Ind.
2. Circumstance	While, after	Subj.
3. Cause	Since, because	Subj.
4. Concession	Although	Subj.

- 288.** 1. Cum primum Caesar Genavam pervēnisset, Prōvinciae cōpiās imperāvit.
2. Tum cum Caesar in Galliam vēnit, Haeduī erant prīncipēs.
3. Cum (*see Sec. 287*) id Caesarī nūntiātum esset, pontem rescindī iussit.
4. Cum Caesar legiōnēs novās cōscriberet, Helvētiī domō iter facere contendērunt.
5. Cum haec ita sint, tamen (ego) tēcum (vōbiscum) pācem faciam.

LESSON XLVI

New forms: Active periphrastic, passive periphrastic. Optional.

New syntax: Active periphrastic, passive periphrastic. Optional.

- 294.** 1. (Nōs) Ararim trānsībimus.
2. (Nōs) Ararim trānsitūrī sumus.
3. Cum Germānī nōs secūtūrī essent, (nōs) domō iter factūrī erāmus.
4. Dīxit nōs Ararim trānsitūrōs esse.
- 297.** 1. Hae rēs Orgetorīgī faciendae sunt (Haec Orgetorīgī facienda sunt).
2. Multitūdō hominum Helvētiīs ex agrīs cōgenda est.
3. Omnia perīcula nōbīs subeunda sunt.
4. Tempus ad dēliberandum lēgātīs capiendum est.
5. Caesarī concēdendum erat (fuit).
6. Caesarī nōn concēdendum erat (fuit).

LESSON XLVII

New syntax: Objective, subjective, appositional genitives.

300–303. Optional, or Exercise VI on pp. 556–557 may be substituted.

- 303.** 1. Helvētiōrum spēs domum reditiōnis sublāta erat.
 2. Dumnorīx rēgnī cupiditāte adductus (inductus) est.
 3. Helvētiī impetum Rōmānōrum nōn sustinēre potuērunt.
 4. In hāc rē Caesar Helvētiōrum iniūriās Rōmānōrum ultus est.

LESSON XLVIII

New syntax: Quod-clause of fact, quod-clause of respect.

308–311. Optional.

- 311.** 1. Caesar recentium iniūriārum Helvētiōrum quod per Prōvinciam ire temptāverant memoriam dēpōnere nōn poterat (potuit).
 2. Quod Caesar ūnō diē flūmen trānsierat (-īverat) Helvētiōs commōvit.
 3. Caesar magnam partem Tigurīnōrum concīdit, quod aliī Helvētiī auxilium ferre nōn poterant.
 4. Quod Tigurīnōs vīcerat (superāverat), Caesar ob eam rem reliquōs Helvētiōs dēspicere nōn dēbuit.

LESSON XLIX

New syntax: Indirect command, summary of essentials of indirect discourse.

This lesson serves as a review of Lessons XXVI and XXXVIII. The subjunctive in an indirect command is here connected with the independent volitive subjunctive, the construction with which it is most closely related.

LESSON L

(Pages 273-275)

New syntax: Genitive of description

	LATIN VERB	LATIN NOUN	ORIGINAL MEANING	ENGLISH DERIVATIVE
377.	scribere	scriptūra	a writing	scripture
	pingere	pictūra	a painting	picture
	sepelire	sepultūra	a burial	sepulture
	conicere	coniectūra	a putting together	conjecture
378.	1. Germānī erant magnae statūrae.			
	2. Dux in castrīs milītēs gravis armātūrae relinquere cōstituit.			
	3. Longitūdō camerae erat vīgintī pedum et lātitudō quīndecim pedum.			
	4. Graecī erant hominēs magnae cultūrae et hūmānitātis.			
	5. Rōmānī trēs diēs propter sepultūram mortuōrum (oc- cīsōrum) morātī sunt.			
	6. (Nōs) haec (hās rēs) modo coniectūrā scīre possumus.			
	7. Audīvīmus Belgās esse magnae virtūtis.			
	8. Scriptūra tantī pretiī dīlīgenter servanda est (servārī dēbet).			

LESSON LI

(Pages 285-286)

New forms: Quisque.*New syntax:* Subordinate clauses in indirect discourse.

396. The pupil should review Secs. 114 and 117 of Lesson XXVI before writing this section.

1. Dux dīxit, "(Ego) cuique milītī quī in oppidō est praemium dabō."
2. Dux dīxit sē cuique milītī quī in oppidō esset praemium datūrum esse.
3. Vir respondit, "(Nōs) vincēmus, sī quisque pugnābit."

4. Vir respondit sē et aliōs victūrōs esse, sī quisque pugnāret.
5. Miles dīcit, “(Nōs) pugnāmus quod vīta cuiusque in perīculō est.”
6. Miles dīcit sē et aliōs pugnāre quod vīta cuiusque in perīculō sit.
7. Caesar dīxit, “(Ego) oppidum servāvī, quod quisque (vir) ante occāsum sōlis sē dēdidit.”
8. Caesar dīxit sē oppidum servāvisse quod quisque (vir) ante occāsum sōlis sē dēdidisset.
9. Quisque (vir) respondit, “(Ego) diē quī cōstitutus est veniam.”
10. Quisque (vir) respondit sē diē quī cōstitutus esset ventūrum esse.

LESSON LII

(Pages 300–303)

New syntax: Temporal clauses. Optional.

- 410.**
1. Dum nāvēs aedificantur, Caesar in Italiā (re)mānsit.
 2. Dum (Quoad) Caesar in Galliā erat, prīcipēs pācātī (re)mānsērunt.
 3. Postquam Caesar in Galliam vēnit, auctōritās Haeduōrum magnopere amplificāta est.
 4. Ubi prīmum dux in castra vēnit, eius adventus clamōre mīlitum significātus est.
 5. Equitēs cōstitērunt (equitātus cōstitit) antequam oppidum pervēnērunt.
 6. Cum mīlitēs Caesaris visī sunt, hostēs eius adventum ignī significāvērunt.
 7. Postquam Caesar apud Haeduōs auctoritātem Dīvi-ciāci amplificāvit Dumnorīx eī restitit.
 8. Simul atque Caesar abiit (abīvit), Dumnorīx prīcipēs Gallicōs incitāvit.
 9. Dum Dumnorīx equitātuī (equitibus) praeest, Caesarī fidus nōn erat.

LESSON LIII

(Pages 315-317)

New forms: Conjugation of *fīō*.*New syntax:* The anticipatory subjunctive.

433. 1. Caesar nōn exspectābit dum equitātus hostium perveniat (equitēs perveniant).
2. Hostēs flūmen trānsiērunt (-īvērunt) priusquam Caesar eōs cōsequī posset.
3. Caesar Maticōnem iit (īvit) priusquam Bibracte vēnit.
4. Militēs nōn rediērunt (-īvērunt) priusquam portae oppidī clausae sunt.
5. Oppidānī portās clausērunt priusquam hostēs ingredi possent.
6. Caesar exspectāvit dum Labiēnus decimam legiōnem auxiliō mitteret.
7. Decima legiō pervēnit antequam hostēs sē dēdidērunt.
8. Dum Caesar Maticōne exspectat, hostēs adesse certior factus est.

LESSON LIV

(Pages 324-328)

New syntax: Commands in indirect discourse. Optional.

447. 1. Dux militibus legiōnāriīs dīxit, “(Re)manēte in castrīs, dum auxiliārēs perveniant.”
2. Dux militibus legiōnāriīs dīxit (re)manērent in castrīs dum auxiliārēs pervenirent.
3. Centuriō signiferōs rogāvit, “Cūr signa militāria nōn īnfertis?”
4. Centuriō signiferōs rogāvit cūr signa militāria nōn īnferrent.
5. Dux dīcit, “Pōnite hoc signum militāre ante alia signa militāria.”

6. Dux dicit pōnant hoc signum mīlitāre ante alia signa mīlitāria.
7. Dux clamāvit, "Date imperāta necessāria priusquam hostēs perveniant."
8. Dux clamāvit darent imperāta necessāria priusquam hostēs pervenirent.
9. Caesar dixit, "Hostēs virtūtem singulārem mōnstrant."
10. Caesar dixit hostēs virtūtem singulārem mōnstrāre.
11. Caesar dixit, "Pugnāte fortiter, mīlitēs, quod hostēs virtūtem singulārem mōnstrant."
12. Caesar hortātus est ut mīlitēs suī fortiter pugnārent (dixit mīlitēs fortiter pugnārent), quod hostēs virtūtem singulārem mōnstrārent.

LESSON LV

(Pages 344-346)

New forms: Declension of **aliquis**.

New syntax: **Quod**-clause of cause. Optional.

- 474.**
1. Prīncipēs Britannī veniam orāvērunt (petīvērunt) quod multitudō hanc iniūriam fēcisset.
 2. Caesar nāvēs suās subdūxit quod aestum timēbat.
 3. Caesar questus est quod nōnnūllae gentēs frūmentum nōn ferrent.
 4. Aliī castra reliquērunt quod hostēs timēbant.
 5. Aliī reliquērunt quod aliquid dētrimentī timērent.
 6. Caesar irātus erat quod Britannī in vincula Commium iēcerant.
 7. Caesar alicui gladium suum dedit quod eō ūtī nōn poterat.
 8. Centuriō aliquem tubā signum dare iussit.
 9. Nūntius dixit nōnnūllōs mīlitēs castra reliquisse quod hostēs adessent.

LESSON LVI

(Pages 357-359)

New syntax: Supine in -um.*Review:* Expressions of purpose.

501. 1a. Caesar duās legiōnēs mīsit ut oppidum oppugnārent.
 1b. Caesar duās legiōnēs quae oppidum oppugnārent mīsit.
 1c. Caesar duās legiōnēs ad oppugnandum oppidum mīsit.
 1d. Caesar duās legiōnēs oppugnandī oppidī causā mīsit.
 1e. Caesar oppidum oppugnātum duās legiōnēs mīsit.
- 2a. Caesar in Galliam nōn vēnit ut agrōs populārētur.
 2b. Caesar in Galliam nōn vēnit quī agrōs populārētur.
 2c. Caesar in Galliam ad populandōs agrōs nōn vēnit.
 2d. Caesar in Galliam populandōrum agrōrum causā nōn vēnit.
 2e. Caesar in Galliam agrōs populātum nōn vēnit.
- 3a. Britannī ad Caesarem lēgātōs mīsērunt ut pācem ōrārent.
 3b. Britannī ad Caesarem lēgātōs quī pācem ōrārent mīsērunt.
 3c. Britannī ad Caesarem lēgātōs ad ōrandam pācem mīsērunt.
 3d. Britannī ad Caesarem lēgātōs ōrandae pācis causā mīsērunt.
 3e. Britannī ad Caesarem lēgātōs pācem ōrātum mīsērunt.
- 4a. Caesar explorātōrēs praemīsit ut locum castrīs idōneum dēligerent.
 4b. Caesar explorātōrēs quī locum castrīs idōneum dēligerent praemīsit.
 4c. Caesar explorātōrēs ad locum castrīs idōneum dēligendum praemīsit.
 4d. Caesar explorātōrēs locī castrīs idōneī dēligendī causā praemīsit.
 4e. Caesar explorātōrēs locum castrīs idōneum dēlēctum praemīsit.

LESSONS LVII AND LVIII

(Pages 387-392 and 465-469)

These two lessons on historical background and the special studies on Germany (Sec. 599) and French Place Names (Sec. 635) should be included in the year's study if possible. If the sections in which they occur are not read, the teacher should introduce the material at other appropriate points in the reading.

Lesson LVII may be introduced when the class is reading Book IV or may be used as occasion offers to help explain our interest as an English-speaking people in Caesar and his conquests.

Lesson LVIII may be introduced when the class is reading about Bibracte or Vesontio in Book I.

The Special Study about the Romans in Germany (Sec. 599) may be introduced when the class is reading the latter part of Book I, the first part of Book IV, or Book VI.

The Special Study on French Place Names (Sec. 635) may be introduced in connection with the summary of Chapters 1-17 of Book II as four of the tribal names mentioned in the Special Study occur in these chapters and several others occur in Book I.

EXERCISES FOR WRITING LATIN

(Pages 553-564)

These exercises are to be used as supplementary material by the teacher who wishes to devote more time to the writing of Latin than the grammar lessons of this book provide. Or they may be substituted in whole or in part for some of the English-Latin exercises found in the regular grammar lessons. The rules at the head of each section should be studied and discussed before the pupil attempts to write the exercises.

Exercise I. Agreement

A. 1. Lēgātus, Crassus, erat in oppidō quod Gallī oppugnāvērunt. 2. Imperātum ā Baculō centuriōne duodecimae legiōnis datum est. 3. Imperātum quod centuriō dēdit difficillimum erat. 4. Vōs quī in primā aciē erātis impetum hostium fortiter sustinuistis. 5. Nōs quī primum vēnimus scūta nōn habuimus. 6. Militēs decimae legiōnis erant fortiōrēs quam aliī militēs. 7. Orgetorīx dux Helvētiōrum dēlēctus est. 8. Filius rēgis, Galbae, prīnceps appellābātur. 9. Liscus ab Haeduīs vergobretus creātus est.

ORGETORIX

B. Orgetorīx, quī erat dux Helvētiōrum, rēgnum cupiēbat. (Is) rēgnum magis quam patriam suam amābat. Helvētiī, gēns fortis et bellicōsa, perfidiam ducis suī repperērunt. Ducem, Orgetorīgem, interficere cupivērunt sed sē ēripuit.

Exercise II. The Genitive

A. 1. Cicerōnis castra ā Gallīs oppugnāta sunt. 2. Pars Gallōrum in castra ignem iēcit (iēcērunt). 3. Cicerōnis militēs

erant magnae virtūtis. 4. Quīdam ex mīlitibus tēla quae in Gallōs iēcērunt fēcērunt. 5. Centuriō, Baculus, erat reī militāris perītus. 6. Timor perīculī fortem centuriōnem nōn impedīvit. 7. Ūnus ex servīs Verticōnis ad Caesarem nūntium tulit. 8. Adventū Caesaris Gallī castra Cicerōnis relīquērunt. 9. Decima pars mīlitum nūllum vulnus accēperat.

THE DAUGHTER OF ORGETORIX

B. Ūna ex filiābus Orgetorīgis ā Caesare capta est. Dumnorīx, Haeduus, aliam filiam in mātrimōnium dūxerat. Fīlia, quae capta est, erat magnae virtūtis sed magnam timōrem Rōmānōrum habuit. Adventū uxōris Dumnorīgis Caesar sorōrī eius puellam dedit. Tum cor puellae plēnum gaudiī erat.

Exercise III. The Dative

A. 1. Orgetorīx, dux Helvētiōrum, Dumnorīgī, prīncipī Haeduōrum, filiam suam dedit. 2. Orgetorīx Helvētiīs praefuit, sed Haeduīs amīcus erat. 3. Helvētiī ducī suō, Orgetorīgī, nōn pepercērunt. 4. Dux quī nōn fidēlis est populō interficiendus (occīdendus) est. 5. Orgetorīgī multī clientēs erant. 6. Clientēs Orgetorīgis ducī suō auxiliō vērērunt. 7. Dumnorīx plēbī grātissimus erat. 8. Populus eī libenter pāruiit (pāruērunt). 9. Amor plēbis Dumnorīgī auxiliō magnō erat.

DUMNORIX

B. Caesar equitātuī Dumnorīgem praefēcerat, sed Dumnorīx Caesarī fidēlis nōn fuerat. Caesar autem frātris eius grātiā Dumnorīgī pepercit. Frāter Caesarī auxiliō magnō fuerat et Caesar eī in cīvitatē magnam potentiam dederat.

Exercise IV. The Accusative

A. 1. Militēs vīgintī milia passuum iter fēcerant. 2. Explōrātōrēs locum castris idōneum dēlēgerant. 3. Dux suōs (militēs) vāllō fossāque castra mūnīre iussit. 4. Hominēs quattuor hōrās labōrāvērunt. 5. Aliī fossam dūxērunt, aliī ad

vāllum lapidēs tulērunt. 6. Castra trecentōs pedēs in lātitudinem et quadringentōs pedēs in longitudinem patēbant. 7. Mīlitēs impedimenta in castra quae mūnīta erant tulērunt. 8. Lēgātus ūnam cohortem portās castrōrum dēfendere iussit. 9. (Is) duās cohortēs in vāllō cōsistere (stāre) et in hostēs tēla iacere iussit.

ARIOVISTUS

B. Ariovistus multōs Germānōs in Galliam dūxerat. Caesar Ariovistum et Germānōs ad Germāniam redire iussit. Ariovistus recūsāvit (negāvit) et Rōmānī multa mīlia passuum Germānōs īnsecūtī sunt. Tōtum diem pugnātum est. Tandem Germānī fūgērunt et paucī ad Rhēnum pervēnērunt.

Exercise V. The True Ablative

A. 1. Gallī ex oppidō cōpiam frūmentī tulerant. 2. Dīviciācus nōbilī gente nātus est. 3. Dīviciācus ā senātū populī Rōmānī amīcus appellātus erat. 4. Dīviciācus erat dignus magnō honōre. 5. Caesar in hōc locō castra sua posuit quod hostēs aderant. 6. Virī praesentiā ducis fortiter pugnābunt. 7. Caesar (ab) locō quem castrīs dēlēgerat Helvētiōs prohibuit. 8. Multī Belgae ā Germānīs quī trāns Rhēnum incoluerant ortī sunt. 9. Bellum longum ab hīs virīs nōn exspectātur.

THE NORICAN MAID

B. Uxor Ariovistī gente Noricā orta est. Puella ex patriā suā ā frātre suō, Vocciōne, missa erat. Puella Norica nōn erat pulchrior quam fēminae Germāniae, sed (ea) ā Germānīs beneficiō suō amāta est. Puella erat digna honōre quem Germānī eī dedērunt.

Exercise VI. The Associative Ablative

A. 1. Mīles gladiō quem dux eī dedit pugnābit. 2. Pīlīs iactīs, mīlitēs gladiīs suis ūtentur. 3. Dux Gallōrum ad castra Caesaris (cum) omnibus copiīs suis vēnit. 4. Hominēs inimicī animī iniūriā sē nōn prohibēbunt. 5. Turris quae ā Rōmānīs

facta est erat tribus pedibus altior quam moenia oppidī. 6. Flūmen magnā altitūdine oppidum cingit (circumvenit). 7. Gallī ex silvā ad rīvum magnā (cum) celeritāte cucurrerunt. 8. Monte captō hostēs cōstitērunt et impetum mīlitum nostrōrum sustinuerunt. 9. Hostēs frūmentō quod in oppidō est ūtī nōn possunt.

THE TWO DAUGHTERS OF ARIOVISTUS

B. Duae fīliae Ariovistī cum patre suō erant. Eae erant magnā magnitūdine et saepe cum virīs contendērunt. Eae erant ūnō pede altiorēs quam puellae Galliae. Eae gladiīs et pīlis ūtēbantur. Ariovistō victō altera puella interfecta (necāta) est et altera capta est.

Exercise VII. The Locative Ablative

A. 1. Erat in ulteriōre Galliā ūna legiō quae ad Genavam hiemābat. 2. Hostēs impedimentīs nostrīs quae in castrīs reliquerāmus potītī sunt. 3. Eō tempore Dumnorīx in cīvitate suā prīncipātum tenēbat. 4. Caesar in eō locō cum reliquīs cohortibus lēgātum reliquit. 5. Quīnque legiōnēs septimō diē in finēs Gallōrum vērunt. 6. Signō datō mediā nocte nostrī ex oppidō ēruptionem fēcērunt. 7. Decem diēbus ex agrīs multitudinem hominum coēgerant. 8. Multī mīlites in finibus Sēquanōrum ad (prope) flūmen Rhēnum hiemābant. 9. Aestāte mīlites Caesaris bellum īferēbant, sed hieme in hibernīs (re)manēbant.

THE FIRST YEAR OF THE GALLIC WAR

B. Ūnā aestāte Caesar Helvētiōs et Germānōs vicit (superāvit). Germānī cum rege suō Ariovistō in Galliā multōs annōs fuerant. Helvētīi parvōs finēs quī altīs montibus et flūmine continēbantur incolēbant. Prīmō annō bellī Gallicī Caesar duo bella cōfēcit. Eā hieme hiberna exercitūs erant in Sēquanīs.

**Exercise VIII. Expressions of Place without a
Preposition**

A. 1. Hīs rēbus actīs consul Rōmam profectus est. 2. Rōmā prōconsul ad Galliam ībit et vīgintī diēbus Genavam perveniet. 3. Decem diēs Genavae, quae est extrēmum oppidum Allobrogum, (re)manēbit. 4. Genavā Vesontiōnem, oppidum Sequanōrum, in quō multī Rōmānī incolunt, ībit. 5. Vesontiōne lēgātus cum octō cohortibus hiemat. 6. Vesontiōne relictō Samarobrīvam magnā cum celeritāte ībit. 7. Lēgātus Samarobrīvae ūnam legiōnem reliquerat quod documenta pūblica in eō oppidō erant. 8. Lēgātus ipse Samarobrīvā in Belgium cum reliquō exercitū ierat (īverat). 9. Prōconsul, quī est magnae virtūtis, tōtam hiemem in Galliā (re)manēbit.

THE SECOND YEAR OF THE GALLIC WAR

B. Secundō annō bellī Gallicī Caesar primum ab citeriōre Galliā Bibractem iit (īvit). Belgīs victīs (superātīs), Noviodūnum exercitum suum dūxit. Nōn erant multī dēfēnsōrēs Noviodūnī. Noviodūnō Bratuspantium iter fēcit. Bratuspantiō ad flūmen Sabim, ubi manūs Nerviorum eum exspectābant, exercitum dūxit. Nervīs victīs (superātīs), maximum oppidum Atuatucōrum cēpit (expugnāvit). Hiberna erant in Carnutibus, Andibus, Turonīs.

Exercise IX. Gerund and Gerundive

A. 1. Nostrī lapidibus iaciendīs ab mūrō hostēs reppulērunt. 2. Hostēs erant fortēs et ad pugnandum parātī erant. 3. Dux ad capiendum castellum quattuor cohortēs mīsit. 4. In oppidō oppugnandō decima legiō multōs hominēs āmīsit. 5. Nōbīs ad stringendōs gladiōs nostrōs aut ad induendās galeās nostrās tempus nōn fuit. 6. Hostēs in quaerendīs signīs suīs tempus pugnandī āmīsērunt. 7. Vulnerātīs (hominibus) nūlla facultās suī recuperandī erat. 8. Signum proeliī committendī tubā datum est. 9. Spēs oppidī capiendī nostrīs virtūtem dedit.

ATTACK ON THE FORAGERS

B. Militēs septimae legiōnis ad frūmentandum missī erant. Britannī facultātem aggrendendae legiōnis cēpērunt. Militibus Rōmānīs nōn erat tempus ad inveniēda signa aut ad tollēda scūta. In quaerēdis signīs suis hominēs tempus pugnandī amīsērunt. Caesar quattuor cohortēs decimae legiōnis labōrantibus suis auxiliō dūxit.

Exercise X. Noun Clauses

A. 1. Orgetorix Helvētiis persuāsit ut ē finibus suis exirent. 2. Caesar rogāvit cūr Helvētiī ē finibus suis exire vellent (cuperent). 3. Fiēbat ut omnia oppida sua et domicilia incenderent. 4. Dux imperāvit ut hominēs sēcum frūmentum portārent. 5. Scīvērunt cūr oppida incensa essent. 6. Accidit ut ūnum oppidum pulcherrimum esset. 7. Omnēs (hominēs) ducem rogāvērunt ut huic oppidō parceret. 8. Dux Gallīs imperāvit ut omnia oppida sua vicōsque dēlērent. 9. Eōs hortātus est ut omnia frūmenta in agrīs dēlērent.

THE DRUIDS

B. Druidēs disputāvērunt quot sīdera essent et quō modō in caelō sē movērent. Animās hominum nōn perire docuērunt. Fiēbat ut Gallī mortem nōn timērent et fortius pugnārent. Prīnceps Druidibus imperāvit ut certō tempore annī in finibus Carnutum convenīrent.

Exercise XI. Expressions of Purpose. Clause of Result

A. 1. Dux equitātum praemīsīt: (a) ut pābulātōrēs lacesseret; (b) quī pābulātōrēs lacesseret; (c) ad pābulātōrēs lacessendōs; (d) pābulātōrum lacessendōrum causā; (e) pābulātōrēs lacessītum. 2. Cicerō Gallum mīsīt: (a) ut ad Caesarem litterās ferret; (b) quī ad Caesarem litterās ferret; (c) ad litterās ad Caesarem ferendās; (d) litterārum ad Caesarem ferendārum causā; (e) litterās ad Caesarem lātum. 3. Labiēnus decimam

legiōnem mittet quae ad Caesarem auxilium ferat. 4. Caesar explorātōrēs ad viam cognoscendam miserat. 5. Caesar ad collem occupandum Labiēnum mittit. 6. Hostēs ex silvā tam celeriter ēvolāvērunt ut nostrī pīla sua iacere nōn possent. 7. Nostrī tam ācritur pugnāvērunt ut hostēs magnō cum dētrīmentō repellerentur.

THE DRUIDS

B. Gallī ad Druidēs multōs adulēscentēs ad disciplīnam eōrum cognōscendam mīsērunt. Adulēscentēs tam multōs versūs ēdidicērunt ut quīdam vīgintī annōs cum Druidibus (re)manērent. Aliī adulēscentēs Druidēs esse volēbant (cupiēbant) nē stīpendia penderent, aliī ut vacātiōnem mīlitiae habērent.

Exercise XII. *Cum*-clauses

A. 1. Cum lēgātī pervēnērunt, cōsul in urbe nōn erat. 2. Cum ab secundā hōrā ad merīdiem pugnārētur, hostēs nōn repulsī sunt. 3. Cum equitēs Haeduōrum Caesarī auxiliō missī essent, domum rediērunt (redīvērunt). 4. Cum impetum equitum (equitātūs) nōn sustinēre possent, ad flūmen sē recēpērunt. 5. Cum id Caesarī nūntiātum esset, in ulteriōrem Galliam contendit. 6. Cum hostēs adsint, lēgātus portās dīlīgenter servārī iubet. 7. Cum legiōnēs castra mūnīrent, Gallī aggressī sunt.

THE WILD OX OF GERMANY

B. Cum Caesar in Germāniā esset, multa animālia nova audīvīt. Cum ūrī ferōcissimī essent et neque hominī neque ferae parcerent, Germānī foveīs (*means*) eōs cēpērunt. Cum adulēscentēs multōs ūrōs occīdisset, ā Germānīs multum laudātus est. Cum haec animālia tam ferōcia essent, Caesar ūnum ex eīs occīdere voluit.

Exercise XIII. Temporal Clauses. Clauses of Anticipation

A. 1. Postquam hanc rem animadvertit, Caesar manūs (cōpiās) suās ēdūxit. 2. Dum Ariovistus inter Gallōs est, ā

Caesare auxilium quaerere nōn poterant. 3. Cum primum vēnistī (vēnistis), discesserunt (abiērunt). 4. Postquam cōsul fuit (cum cōsul fuisset), Rōmā discessit (exiit). 5. Cum primum posset, ad exercitum contendit. 6. Ubi dux periculum vīdit, legiōnēs sē recipere iussit. 7. Expectāvit dum pābulātōrēs redīrent. 8. Priusquam (ego) verbum dīxī, (is) abiit (abīvit). 9. Hostēs castra mōvērunt priusquam manūs (cōpiae) Caesaris pervenīrent. 10. (Ego) nōn respexī priusquam ad collem vēnī. 11. Haeduī prīncipātum tenēbant priusquam Ariovistus in Galliam vēnit.

VERCINGETORIX

B. Vercingetorīx nōbilī gente Gergoviae, quae erat oppidum Arvernōrum, nātus est. Is septimō annō bellī Gallicī imperātor Gallōrum dēlēctus est. Cum Caesar in citeriōre Galliā esset, Gallī coniūrātiōnem cīvitatū ferē omnium fēcērunt. Vercingetorīx magnam manum coēgit priusquam Caesar ad ulteriōrem Galliam pervenīre posset.

Exercise XIV. *Quod*-clause of Fact. *Quod*-clause of Cause

A. 1. Belgae virtūte praestant quod cum Germānīs proeliīs multis contendunt. 2. Orgetorīx facile Helvētiīs persuāsit quod montēs et flūmina eōs continēbant. 3. Helvētiī contentī nōn erant quod fīnēs essent minōrēs (angustiōrēs). 4. Hominēs questī sunt quod via difficilior esset et silva maior. 5. Quod frūmentum nōn praebēbātur Caesarem Bibracte ire coēgit (impulit). 6. (Is) Bibracte iit (īvit) quod ibi magna cōpia frūmentī collāta erat. 7. Caesar Haeduōs accūsāvit quod frūmentum nōn praebuisent. 8. Quod frāter Dumnorigis populō Rōmānō amicus erat Caesarem commōvit.

AVARICUM

B. Biturīgēs Avaricum incendere nōlēbant (nōn cupiēbant) quod facile defendī posset. Avaricum facile defendī poterat quod ferē flūmine et palūde cinctum est (circumventum est).

Quod Biturīgēs oppidum suum nōn incendērunt Gallōs vīcit (superāvit).

Exercise XV. Indirect Discourse

A. 1. Caesar audit Germānōs lacte et carne vīvere. 2. Caesar audit Suēbōs quī potentissima gēns sint in immēnsam silvam sē recēpisse. 3. Suēbī putant Caesarem ad se exercitum nōn ductūrum esse. 4. Caesar centuriōnibus imperāvit nē in perīculum mīlitēs dūcerent. 5. Explōrātor dīxit cūr (quam ob rem) oppida sua vicōsque reliquissent. 6. Explōrātor dīxit hominēs Germāniae nōn esse fortiōrēs quam Gallōs et rogāvit cūr mīlitēs Caesaris eōs timērent. 7. (Nōs) audīvimus haec animālia multīs in rēbus ab animālibus quae in Italiā sunt (vīvunt) differre. 8. Lēgātus dīxit suī (mīlitēs) animal vīvum caperent.

ALESIA

B. Vercingetorīx equitēs mīsit quī ab omnī Galliā auxilium advocārent. (Eī) cīvitātibus Gallicīs dīxērunt Caesarem duplicī mūnitiōne Alesiam circumvāllāre; frūmentum quod in oppidō esset trīgintā diērum esse; ulteriōrēs mūnitiōnēs Caesaris oppugnārent et Alesiam servārent; cūr Vercingetorīx et octōgintā mīlia hominum perīrent?

PART III. TRANSLATION

THE FLOOD

JUPITER DETERMINES TO DESTROY MANKIND

Sec. 2. Jupiter decides to destroy the mortal race beneath the waves and to send down water (waters) from all the sky. Immediately he shuts in the cave of Aeolus the north wind and all the winds which put to flight the clouds. He sends forth the south wind. The south wind flies forth with wet wings. The beard of the south wind is heavy with clouds. Water flows from his white locks. Clouds rest on his forehead, his wings and the folds (of his garment) drip with moisture. When the south wind has pressed the clouds with his hand, a thunderpeal is caused; hence dense waters are poured forth from the sky. Iris, the messenger of Juno, clothed with various colors, draws up the waters and brings food to the clouds. The crops are laid low and the whole season's work is lost (perishes).

NEPTUNE LENDS AID

Sec. 5. Nor is the wrath of Jupiter satisfied with his own sky, but he invites the aid of his brother Neptune. He (Neptune) calls together the gods of the rivers. After the gods of the rivers entered the dwelling of their master, he said (says), "Pour forth your strength; open your homes. Remove the dikes, give loose reins to your rivers." Neptune had ordered; they return and open the mouths of the springs, and they flow over the plains in unbridled course. The god himself struck the earth with his trident. But the earth trembled and with its motion opened paths for (of) the waters. The rivers overflow and rush through the open plains. They carry off woods

and crops, flocks and men, dwellings and temples with their sacred vessels. If any house remained and was able to resist such great misfortune, still a higher wave covered (covers) its roof and its towers lie hidden under the whirlpool. And now sea and land had no difference; everything was sea.

STRANGE EXPERIENCES OF MEN AND ANIMALS

Sec. 8. One man occupies a hill, another sits in a boat and in that place, where recently he had plowed, he plies his oars. That one sails above the crops or the roofs of the submerged farmhouse, this one catches a fish in the top of an elm tree. And, where recently the slender she-goats plucked the grass, now ill-shaped seals place their bodies. The Nereids marvel at the groves and cities and houses. The dolphins hold the woods and strike against the tall branches. The wolf swims among the sheep. The water carries the tawny lions, the water carries the tigers. The wandering bird falls into the sea with weary wings. The vast sea had covered the hills and strange waves were beating against the mountain tops. The greatest part of men and beasts is carried off by the water; those, whom the water spared, long hunger conquers.

DEUCALION AND PYRRHA ALONE ARE LEFT ALIVE

Sec. 11. Between Boeotia and Thessaly is the land (of) Phocis. It had been a fertile land, while it was land, but now it was a part of the sea. In that place there was a high mountain, Parnassus by name. To this place Deucalion with his wife Pyrrha was borne in a small boat: for the sea had covered everything else (all the rest). When the boat stuck here, Deucalion and Pyrrha worshiped (worship) the gods of the mountain and prophetic Themis. Themis had an oracle at that time. No man was better or more loving of justice than Deucalion, nor was there any woman more reverent toward (of) the gods than Pyrrha.

JUPITER WITH THE AID OF NEPTUNE STOPS THE FLOOD

Sec. 21. Jupiter sees that the world is overflowed with oozing swamps. He sees that (only) one man survives from so many thousands, that (only) one woman survives from so many thousands, both innocent. When he saw (sees) these things, he dispersed the clouds. When the rain clouds have been taken away, the god shows the lands to the sky and the sky to the lands. Nor does the anger of the sea remain, and Neptune, having laid aside his trident, calms the waters. Neptune calls Triton and orders him to breathe into the resounding shell and to recall the waves and the rivers. The voice of the shell restrained all the waters by which it was heard. Now the sea has shores and the channel holds its brimming rivers; the rivers subside and the hills are seen to come forth; the lands increase and the waters decrease. After a long time the woods show their bare tops and the mud left on the foliage.

DEUCALION AND PYRRHA CONSULT AN ORACLE

Sec. 24. The world had been restored (given back). After he saw the empty earth and the deserted lands, Deucalion addresses Pyrrha thus with many tears: "O sister, O wife, O sole surviving woman, we two are the throng of all the earth; the sea has taken possession of all the rest. This life of ours also is not very sure; even now the clouds terrify my mind. Now the human race consists of (remains in) us two; we survive as examples of mankind (men)." He had spoken and they (both) were weeping. They decided (it pleased them) to pray to the gods and in this way to seek aid. There is no delay and they turn their footsteps to the temple of the goddess Themis. The roofs of the temple were turning yellow with foul moss and the altar stood without a fire. When they (Deucalion and Pyrrha) touched the steps of the temple, each fell prostrate on the ground. They kissed (gave kisses to) the cold rock and spoke

thus: "In what way, Themis, is the destruction of our race reparable? Give us help, goddess." The goddess was moved and gave answer: "Depart from the temple and throw behind your back the bones of your great mother."

IN OBEDIENCE TO THE ORACLE THEY CAST BEHIND
THEM "THE BONES OF MOTHER EARTH"

Sec. 27. For a long time they stood amazed (were stupefied). Pyrrha first broke (breaks) the silence with her voice and refused (does not wish) to obey the commands of the goddess. "Grant me pardon," the woman said; "I fear to harm my mother's shades (ghost) by throwing her bones." Meanwhile they go over again with each other the obscure words of the oracle of the goddess. Then Pyrrha consoles Deucalion with calm words and says, "The great mother is the earth; I think that the stones in the body of the earth are called its bones; these we are ordered to throw behind our backs." And so they depart, and, as they have been ordered, they throw stones behind them as they go (behind their footsteps). The rocks began to lay aside their stiffness and to grow soft and to acquire shape. Soon the rocks grew and a gentler nature came to them. Then some form of man could (can) be seen, not plain but quite like a statue being carved (begun) from marble. That part of the rocks, however, which was humid and earthy with some moisture was turned to the use of flesh; that which was (is) firm and could (can) not be bent was (is) changed into bones; that part which just now was a vein remained under the same name. In a short space of time the rocks which had been thrown by the man acquired by the divine power of the gods the appearance of men. Women were made from the rocks which were thrown by the woman. In consequence we (human beings) are a hard race and used to labors and we give proofs of our origin,

PERSEUS AND ANDROMEDA

PERSEUS FALLS IN LOVE WITH ANDROMEDA

Sec. 39. Aeolus had shut up the winds in a cave and Lucifer had risen most bright in high heaven. Having taken up his wings, Perseus binds both feet (with the wings) and girds on (girds himself with) his curved sword and by moving his winged sandals he cleaves the liquid air. Having left behind countless nations both around and below, he sights the peoples of the Aethiopians and the kingdom of Cepheus. There unjust Ammon had ordered innocent Andromeda to pay the penalty of her mother's boast (tongue). As soon as Perseus saw the maiden tied to the hard rocks, he without knowing it breathes in the fires (of love). He is speechless and, captivated by the image of her form, he almost forgot to move his wings in the air. When he alighted, he said, "O maiden not worthy of these chains, tell me (asking) your name and the cause of these fetters." At first the maiden was (is) silent and did (does) not dare address the man, but her eyes filled (she filled her eyes) with tears. In answer to his repeated questioning she reveals her name and the proud boast (pride) of her mother. And before all was yet told, the water resounded and the monster as he comes overhangs the vast sea.

THE PROMISED REWARD OF VICTORY

Sec. 42. The maiden cries out. The sad father and likewise the mother are present, both wretched, but she wretched with better reason. And they do not bring with them aid, but tears and wailing.

They are clinging to the bound body of their daughter, when the stranger speaks thus: "A long time (long times) will remain for tears; the time (hour) for aid is short. I seek this maiden as my wife, I, Perseus, whose father is Jupiter; to such a great dowry I shall try to add merit also. If the maiden is saved (shall have been saved) by my courage, I shall demand her as

my wife." The parents accept the terms and they promise their kingdom in addition. Meanwhile, dividing the waves with the onward rush of his breast, the monster approaches the rocks. Suddenly the young man leaping from the ground (the earth having been driven back by his feet) went away on high into the air (clouds). Perseus with swift flight through the air brought himself down upon the back of the monster and buried his sword in the right shoulder (of the beast). Now the monster badly wounded rises (raises himself) on high into the air, now he plunges under the waters, now he turns. The man escapes his eager jaws (bites) with his swift wings. Now he strikes with his sword the back of the monster, now his sides, now the thinnest part of his tail.

PERSEUS KILLS THE MONSTER AND CLAIMS HIS BRIDE

Sec. 45. The monster pours forth from his mouth water (waves) mingled with blood. The feathers of the winged sandals were soaked with water and blood. And Perseus did not dare to trust the wet winged sandals. He caught sight of a rock which stands out slightly (by its very top) when the water is still, but is covered when the sea is rough (moved). Holding the outermost edge of the rock with his left hand he attacked the body of the beast three and four times and drove home his sword. Applause and shouting filled the shores and the sky. The mother Cassiope and the father Cepheus rejoice and greet Perseus as their son-in-law and call him the rescuer (aid) and savior of their house. Freed from her chains, the maiden advances, the reward and the cause of (Perseus's) toil. For the three gods Perseus erects (places) the same number of altars (made) of sod, the left for Mercury, the right for Minerva. The altar of Jupiter is in the middle. There is sacrificed to the warrior goddess a cow, to wing-footed Mercury a calf, (and) a bull to the greatest of the gods. And then Perseus marries Andromeda.

NIOBE

A MOTHER'S FOOLISH BOASTING

Sec. 59. Lo! Niobe comes attended by a large throng of companions, distinguished looking in her Phrygian garments and, as much as anger permits, beautiful. Shaking her beautiful head and her hair let down over either shoulder, she paused. As she cast her haughty eyes around, she said, "What madness to place gods of whom you have merely heard before those whom you have seen. Or why is Latona worshiped at (these) altars and my majesty is still without incense? Tantalus is my father, who alone might touch the tables of the gods; Dione is my mother. Great (greatest) Atlas, who bears the sky upon his shoulders, is my grandfather, Jupiter my other grandfather. The walls of Thebes with its people are ruled by me and my husband — walls which were built (joined together) by the lyre strings of my husband. I have also vast wealth and an appearance worthy of a goddess; add to all this seven daughters and as many sons (young men).

LATONA CALLS ON APOLLO AND DIANA TO
AVENGE HER

Sec. 62. "See now the cause of my (our) pride; why do you dare to place Latona before me? She is the mother of two; this is a seventh part of my children. Happy am I and happy shall I remain. My abundance of children has made me safe. Fortune cannot harm me. If she takes away (shall take away) much, she will leave me much more. If part of my children are taken away (shall be taken away), still I shall not be reduced to the number of two, Latona's little group. Go — this worship has gone far enough — and lay aside the laurel from your heads." The women of Thebes lay aside the laurel and leave the sacred rites unfinished, but with a silent murmur they worship Latona.

The goddess (Latona) was angered and on the very summit of Cynthus spoke thus (in such words) with her twin children: "Lo! I, your mother, proud to have borne you, yield to none of the goddesses except to Juno. But through all the ages, I am shut out from worship at my altars, O my children, unless you aid me. And this is not my only grief; this daughter of Tantalus has dared to value you less highly than her own children and she has called me childless." "Cease," Phoebus (Apollo) says, "a long complaint is a delay of punishment." Phoebe (Diana) said the same and with swift gliding motion through the air they had reached (touched) the citadel of Thebes.

NIOBE'S SONS ARE SLAIN BY APOLLO'S ARROWS

Sec. 72. Near the city walls a level plain extending far had been beaten by the unceasing (trampling of) horses and by many wheels (crowds of wheels). There part of the seven sons of Niobe and Amphion are mounting their strong horses and are handling their reins heavy with gold. Now one of them, Ismenus, while he turns the course of his horse, cries out, "Ah me!" and bears a dart thrust through the middle of his breast and gradually he slips down sidewise from the right shoulder (of the horse). Next, as the sound of the arrow was heard through the air, Sipylus gave rein (to his horse). But now as he is giving rein (to his horse) the unescapable dart overtakes him and the arrow stuck trembling in the top of his shoulders (neck). He is rolled past the legs and the mane (of the horse) and defiles the earth with his warm blood. Unhappy Phaedimus and Tantalus, heir of his grandfather's name, had made an end of their accustomed labor and had gone over to the youthful sport of the wrestling ground. And they had already brought together breast with breast in close embrace; thus joined (just as they had been joined), an arrow pierced them both. Together they groaned, together they let fall their bodies (limbs) on the ground, together they breathed out their life (spirit). Alphenor sees and lifts up the cold bodies of his brothers, In

(this) loyal service he himself falls dead; for Apollo pierced his breast with a deadly weapon. But no single wound overtakes Damasicthon. First he had been wounded through the leg. While he was attempting to draw out the fatal dart with his hand, another arrow was driven through his neck. Last (of all) Ilioneus was praying to the gods and had raised his arms and had said, "O all ye gods, spare me." Apollo had been moved, when the missile could no longer be called back. Still he (Ilioneus) was killed by the least wound (of any), for his heart was only slightly (not deeply) pierced by the arrow.

NIOBE'S DAUGHTERS ARE SLAIN AND SHE IS
TURNED TO STONE

Sec. 75. The report of the disaster and the grief of the people informed the mother of such sudden ruin. For her husband Amphion driving a sword through his breast had ended his grief in death (dying). Alas, how greatly this Niobe differed from that Niobe who just now had driven the people away from the altars of Latona and had walked proudly (proud) through the midst of the city. She bends over the cold bodies and gives last kisses to all her sons. Raising her arms to the sky she said, "Cruel Latona, feed upon my (our) grief. Exult and triumph, victress. But why victress? More are left for me wretched (though I am) than for you fortunate (as you are); (even) after so many deaths I am conqueror." She had spoken and the string twanged (sounded) from the bow. With black garments and disheveled hair the sisters were standing before the couches of their brothers. Now one of the sisters fell dead as she was drawing an arrow from her brother's body; another as she attempted to comfort her wretched mother suddenly ceased to speak. One (this one) falls dead as she vainly flees; another (that one) dies, (falling) on her sister; one attempts to hide, another runs this way and that. In vain! Six of the daughters had been given to death, and only the last remained. Now the mother covering her with her whole body,

with all her garment, cried out, "Leave one (and) the smallest." But while the mother begs, the daughter, for whom she begs, is killed. Childless she sat down among her dead sons and daughters and husband. Overcome by her misfortunes she became rigid. The wind does not move her hair, the color in her face is bloodless (without blood), her eyes stand motionless; nothing alive is (left) in her image. Even her tongue hardens and (with) her palate and her veins cease to move; and the neck cannot be turned nor the arms moved and the foot cannot move (go); the whole body is stone. Nevertheless she weeps and she was carried away by a whirlwind to her native country. There placed on the summit of a mountain she weeps and even now (though turned to) marble pours forth tears.

LESSON XX

The Eruption of Vesuvius: Pliny's Uncle Takes a Boat and Approaches the Mountain to Note Phenomena

GAIUS PLINY SENDS GREETINGS TO HIS FRIEND TACITUS

87. My uncle was at Misenum and was in command of the fleet. On the ninth day before the Kalends of September, at about the seventh hour, my mother shows him that a cloud of unusual size and appearance is visible. He had taken his sun bath, then (soon) a cold plunge; he asks for his sandals, he climbs a place from which that marvel could best be seen. There was rising from Mount Vesuvius a cloud the form of which was similar to a pine tree, for it had a tall (long) trunk and wide branches on the top of the trunk. The cloud was white sometimes, sometimes dirty and full of spots according as it had taken up earth or ashes. My uncle, a most learned man, wished to study the great spectacle at closer range (nearer). And so he orders a small boat to be made ready. He was going out from his house: he receives a letter from Rectina who was at Tascum. Rectina had been terrified by the threatening danger; for her

villa was situated at the foot of the mountain, and there was no escape except by boat. She wished my uncle to save her from such great danger. He changes his plan and launches quadriremes, because he wishes to bring aid not only to Rectina but to many. He hastens to the place whence others are fleeing, and holds his course straight into the danger. He observes (with his eyes) all the movements, all the phases of the eruption, and dictates and makes notes (on his observations). Now hotter and denser ashes, now pumice stones also and rocks burned and broken by the fire were falling on the ships.

LESSON XXI

The Eruption of Vesuvius: Pliny the Elder Lands at Stabiae Where He Meets His Death

90. My uncle delayed a little. Soon, however, he said to the pilot who wished to turn back, "Fortune favors the brave: take me to (seek) Pomponianus." Pomponianus was at Stabiae. He had already carried his baggage on board some boats because the danger, although it was not yet near, still was in full view. Then my uncle, borne to Stabiae (to that place) by a most favorable wind, embraces, consoles, encourages his fearful friend. He wishes to lessen his friend's fear through his own unconcern; he orders that he be conducted to the bath; after bathing, he takes his place at the table (lies down), he dines either in cheerful mood or (a thing which was equally great) like one cheerful. Meanwhile spreading flames and high fires from Mount Vesuvius were showing up in several places. Still my uncle gave himself to rest and rested indeed in very real sleep; for his breathing, which was heavier and more noisy on account of the size of his body, was heard by those who were in attendance at his (bedroom) door. When roused from sleep he came out and returned to Pomponianus and the rest who had remained awake. They consult with each other; some wish to remain inside the house, others prefer to wander in the open;

for the house was tottering, because of the frequent and violent tremors (of the earth), and now this way now that it seemed to rock back and forth. Again in the open they dreaded the falling stones. Still they decided to be in the open. They place pillows on their heads and tie them on with towels: this was their protection against the falling stones. Now it was day here, yonder night blacker and denser than all nights. They decided (it pleased them) to go out to the shore and to look at the sea from the immediate neighborhood. There lying on an abandoned sail my uncle called for cold water again and again and drank it. Then the flames and the forerunner of flames, the odor of sulphur, turn others to flight, (but only) arouse him. Leaning on two slaves he arose and immediately fell down, his breath being shut off by the denser vapor. When day returned (was restored), the body was found whole and uninjured. The appearance of the body was more like one sleeping than one dead.

Therefore I shall make an end of my letter. Pick out the most important facts. For it is one thing to write a letter, quite another to write a history. Goodbye.

LESSON XXIII

The Eruption of Vesuvius: Experience of the Younger Pliny and His Mother During the Eruption

GAIUS PLINY TO HIS FRIEND TACITUS, GREETING

100. I have written to you about the death of my uncle. Now you say that you wish to learn of my own misfortunes and of those of my mother. "Although my soul shudders to remember, I shall begin." After my uncle set out, I devoted the rest of the day (time) to my studies: soon a bath, dinner, sleep restless and short. For many days a tremor of the earth had preceded: but this tremor was less alarming because it was customary for Campania. But on that night the tremor increased and every-

thing seemed to be shaken. Early in the morning my mother rushed into my bedroom. I arose and we sat down in the yard of the house which separated the sea from the dwelling by a small space. Because of courage or inexperience — I do not know (which) — I did this; for I was spending my eighteenth year; I called for a book of Titus Livius and read as if at ease. Lo, a friend of my uncle, who had recently come to him from Spain, approached. When he sees me and my mother sitting (there) and me indeed even reading, he attempted to shake (to take away) my mother's apathy and my composure. Nevertheless I remained intent on my book. Now it was the first hour of the day and still the daylight was doubtful and feeble, as it were. As the nearby dwellings were already tottering, the danger of their falling was great and certain. Then at last we decided (it seemed best) to go out of the town. When we have gone forth from the house we stop. There we endure many terrors. For the carriages which we had ordered brought out, although they were on perfectly level ground, kept rolling back and forth and they did not stay still in the same spot, not even when propped by stones. Besides, we saw the sea driven back, as it were, by the tremor of the earth. Certainly the beach had been enlarged and many sea-animals were now lying on the dry sand. On the other side there was a black and horrible cloud broken by zigzag flashes of lightning.

LESSON XXIV

The Eruption of Vesuvius: Pliny and His Mother Leave the House

103. Then indeed that same Spanish friend of my uncle spoke more sharply to my mother: "If your brother is alive, he wishes you and your son to be safe; if he has perished, he wished you to survive; then why do you delay your departure (to depart)?" We answered that we would not look out for our own safety while uncertain about his (safety). Without delay (not delay-

ing) he hurries away and rushes out of danger. Not much later the clouds descended on the earth (and) covered the sea. Then my mother begs, urges, (and) orders me to flee: for (she says that) I can flee since I am a young man, (while) she heavy with years and corpulency cannot do so. I, on the other hand, refuse to be saved without my mother. Then seizing her hand, I compel her to quicken her pace. Now the ashes are falling but still in no great quantity. I look back, a dense fog was threatening our rear. We heard the shrieks of women, the crying of children, the shouts of men: some with their cries were seeking their parents, others children, others wives (or husbands). Some were lamenting their own misfortune, others the misfortune of their friends; many interpreted this as that everlasting and last night of the world. I myself believed that I was perishing with all things, all things with me. At length the fog went away as if into smoke or a cloud: soon real daylight (appeared) and the sun even shone, but lurid as it usually is when there is an eclipse. Everything had been changed and covered by deep ashes as if by snow. We returned to Misenum and passed a night of doubt and suspense in (mingled) hope and fear. Fear was the stronger; for the tremor of the earth continued. Still, although we had experienced danger and we were expecting danger, we did not wish to go away until a message came from my uncle. This account will not seem to you worthy of a history and doubtless not even worthy of a letter. Goodbye.

LESSON XXVII

**Ghost Stories: The Strange Experiences of Curtius Rufus
and of Two Members of Pliny's Own Household**

120. GAIUS PLINY TO HIS FRIEND SURA, GREETING

A certain Roman named Curtius Rufus had decided to go to Africa. Toward evening he was walking in the portico: there appeared to him the figure of a woman larger and more beautiful

than a human being. This figure said that she was the Spirit of Africa: that he would go back to Rome and would hold office and also that he would return to the same province with the highest governmental authority and that he would die there. All these things afterward took place (were done). Is that not a terrible and marvelous thing?

The following experience happened to me and I can assert it positively. One of my freedmen was sleeping in the same bed with his smaller brother. He seemed to see a figure sitting on the bed. The figure applied a pair of shears to his head and cut the hair from the very crown (of his head). When it grew light, the hair was found lying on the ground.

Again another similar thing happened to me. A slave boy was sleeping with some other slaves; there came through the windows (so the boy says) two figures in white tunics and cut the boy's hair and went away as they had come. Day showed the boy shorn and the hair scattered on the ground.

LESSON XXVIII

Ghost Stories: A Haunted House at Athens

123. There was a house at Athens, large, but ill-reputed. Through the silence of the night there was heard the sound of iron, the noise of chains farther away at first, then near: soon there appeared a figure, an old man lean and filthy, with a long beard and unkempt hair. He wore fetters on his legs, chains on his hands and he kept shaking them. As a result the inhabitants passed sleepless nights (made) terrible through fear. Disease followed sleeplessness and death followed as their terror increased; for during the day, although the ghost had gone away, the memory of it passed before their eyes and their terror was more lasting than the causes of the terror. In consequence the house was deserted and entirely abandoned to the ghost. It was advertised for sale, but no one was willing to buy it. Finally the philosopher Athenodorus came to Athens; he read the sign, and,

hearing the price, he hesitated, because the cheapness raised his suspicions. Although he learned everything about the house, still he bought it. When it began to draw toward evening, he ordered a couch to be placed for him in the front part of the house; he asks for a writing tablet, a stilus, a lamp; he sends away all his servants, he devotes mind and eyes and hand to writing. At first only the silence of night; then iron is shaken, chains are moved. He does not raise his eyes, does not put aside his stilus. Then the noise increases, comes nearer, and now it is heard on the threshold, now inside the room. The philosopher looks around, he sees the figure. The figure was standing and was beckoning with his finger, like one calling. The philosopher applies himself again to his tablet and stilus: the ghost kept making a noise over his head with his chains. The philosopher looks around again and sees the figure beckoning. Delaying no longer he takes up his lamp and follows. The ghost was moving with slow step, as if heavy from his chains. After it turned aside into the yard of the house, slipping away suddenly it deserts its companion. The philosopher being thus deserted puts a mark on the spot. The next day he goes to the magistrates. The magistrates order the place dug up. When this was done there are found the bones of a man wrapped in chains. These bones are collected and are buried at public expense. Afterward the house was free from the ghost. Goodbye.

135.

Hunting a Dinner

(Pages 85-89)

ERGASILUS: B'George, but us parasites no one ever invites. Like mice we are always eating somebody else's food. And here, in fact, a parasite has no chance to eat, unless he can stand cuffs and for pots to be smashed over his head; for my patron Philopolemus, son of Hegio here, has been captured by the enemy. I am weeping for him; unless his father has him come back, there is nothing to which I can come back. That's a young

man of good old habits. But the door is opening from which often have I come out drunk with gorging. Somebody's coming out.

(Hegio comes out.)

ERGASILUS: I'm aging and fading away; I'm skin and bones, poor wretch; and nothing ever does me any good which I eat at home.

HEGIO: Don't weep, Ergasilus.

ERGASILUS: I not weep for him? I not weep loud for such a young man?

HEGIO: You an outsider are bearing his misfortune so hard. What should I his father do, whose one and only son he is?

ERGASILUS: I an outsider? An outsider to him? Ah, Hegio, he is a one and only son to you, but to me more only than even an only son.

HEGIO: Now have good courage.

ERGASILUS: It's my birthday; on that account I want you to be invited to dinner at your house.

HEGIO: I invite you. But if you come, come on time.

ERGASILUS: Don't warn me. I'll come before time.

(Ergasilus again on the scene, sad and dejected.)

ERGASILUS: Miserable is the man who seeks his own food and with difficulty finds his food. But he is still more miserable who seeks with difficulty and finds nothing. He is most miserable who when he wishes to eat has no food. All the young men laugh at the parasite's profession; they are all fond of themselves. Just awhile ago I went up to some young men in the Forum: "Good morning," I say; "where are we going for breakfast?" I say. And they say nothing. "Where are we dining?" I say. Like dumb men they are silent and they shake their heads. I tell a choice joke: nobody laughs. I go away from them, I come to others, then to others; one result. All of them carry out the same policy just like oil sellers in the Velabrum. No one invites me.

(Ergasilus at last has heard good news.)

ERGASILUS: Don't let anybody stand in my way; for whoever stands in my way will stand on his face. My fist is a ballist, my elbow is a catapult, my shoulder a battering ram. I will make all human beings that I bump against pick up their teeth. These toothcrackers will knock the nutcrackers out of everybody.

HEGIO: The man is full; he certainly has assurance in his stomach.

ERGASILUS: I am no parasite now, but the richest rich man of the rich. Hello, where are you? Who is here? Who opens this door? Open both these doors, before I bring destruction upon these doors by knocking them to splinters.

HEGIO: Look at me, Ergasilus. What do you mean?

ERGASILUS: Give me your hand quick, Hegio. Let joy be unconfined (rejoice freely). Order a huge fire made. Order the pots set out, the pans washed, bacon and hams and delicacies warmed in blazing ovens. Order one slave to procure fishes; order another one to procure pork and lamb and young chickens and soft cheese. Order clean vessels to be quickly made ready for a sacrifice and a fat lamb without blemish to be brought.

HEGIO: Get out! you are silly; you are coming too late after the hour (time).

ERGASILUS: Now take from me this joy, which I bring; for I just now saw your son, Philopolemus, in the harbor alive, safe, sound.

HEGIO: Get out! you are mocking me.

ERGASILUS: So may Saint Saturation love me, Hegio, as I have seen your son and my good angel.

151. A Theatrical Performance in Ancient Rome

(Pages 95-99)

From the ASINARIA: May this affair turn out well for me and for you and for my troupe here and for the employers and

the contractors. And now do you, herald, make the people all ears. Now, spectators, sit down and I shall tell you the name of this play.

From the CASINA: When first this play was acted, it surpassed all plays. At that time Plautus was the flower of poets, who now have gone hence to our common home. We beg you earnestly to give kindly assistance to our troupe. Cast anxiety out of your hearts. It is quiet around the Forum. Now give attention; I wish to give you the name of the comedy.

He (don't expect him) will not come back to the City in this comedy today. Plautus didn't want him to come back; and so he broke down the bridge, which lay on his road.

From the CISTELLARIA: Don't wait, spectators. Those actors will not come out here to you, for they will all finish up the business inside. When that has been done, they will put away their costumes; afterwards he who has done badly will get a whipping; he who has not done badly will get a drink.

From the EPIDICUS: Give us applause and goodbye! Stretch your backs and arise.

From the PSEUDOLUS: Stretch your backs (just now that is better) and get up. A long play of Plautus is coming on the stage.

SIMO: Why don't you invite the spectators (to dinner)?

PSEUDOLUS: B'George, they are not accustomed to inviting me and I am not accustomed to inviting them; but, spectators, if you wish to give us applause and to approve this troupe and this play, I will invite you for tomorrow's performance.

From the POENULUS: Be quiet and hush up and give attention; the commander-in-chief of the players orders you to listen. Sit down in good temper in the seats, both those who have come hungry and those who have come full: you who have eaten have done much the wiser thing; you who have not eaten, make yourselves full on the play. Get up, herald, make

yourself heard by the people. Use the voice by which you live and thrive; now sit down.

Let no usher take anyone to a seat while an actor is on the stage. Let those who peacefully have slept a long time at home, now with good temper stand and not sleep. Don't let the slaves sit down. Let them give room to the freeborn or let them go home. Let the nurses look after the little babies at home, lest their infant charges start squalling here like kids.

Let the ladies watch in silence, in silence let them smile, and let them not here start chattering with their musical voice. Let them take their conversations home, so that they may not be nuisances to their husbands both here and at home.

From the **HECYRA**: When first I began to act this play, there was the glamour of the prizefighters, a gathering of good fellows, a noisy uproar, the cry of women, and before the close I was compelled to go off the stage. Then I put on the play again; in the first act I was getting success. When meantime word came that the gladiators were going to be shown, the people fly in a body, they begin wrangling, shouting, fighting for a place; I meanwhile was not able to keep my place.

Now there is no throng: I beg you, spectators, that your influence aid my influence; I beg you that this play of Terence be not laughed to scorn.

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A Lady Makes Her Toilet

(Pages 110-112)

PHILEMATIUM: 'Pon my honor, for a long time I haven't bathed more pleasantly in cold water nor washed myself cleaner, my Scapha.

PHILOLACHES: O glorious Venus, that is the storm which unroofed my house; then love and desire trickled into my breast; now the walls are soaked in my heart; this house is ruined completely.

PHILEMATIUM: Consider, please, my Scapha. Tell me, does

this dress really become me? I am anxious to please Philolaches, my lover.

SCAPHA: Why do you adorn yourself when you are already so charming with your charming ways? Lovers do not love a garment but the girl whom the garment adorns.

PHILEMATIUM: Come, look me over and consider. Tell me whether this dress is becoming enough.

SCAPHA: By virtue of your beauty anything you have becomes you.

PHILEMATIUM: I like the truth; I want the truth told to me.

SCAPHA: So may you love me, so may your Philolaches love you, as you are lovely.

PHILOLACHES: What do you say, you huzzy? Why didn't you add, "So may you love Philolaches"?

PHILEMATIUM: Never can I show gratitude to him as he has deserved of me.

SCAPHA: But I beg you to think of this one thing: if you love him alone you will be sorry in old age. His property will soon be wasted. Days and nights there's eating, there's drinking; and nobody shows any frugality.

PHILEMATIUM: Give me the mirror and casket with my jewels, quick, Scapha, that I may be dressed up when Philolaches comes here.

SCAPHA: A woman who despises herself and her advancing age has use for a mirror: what need have you of a mirror?

PHILEMATIUM: Do you see? Is my hair arranged just right?

SCAPHA: When you are right, be sure your hair is right.

PHILEMATIUM: Give me the whiting.

SCAPHA: What's the need of whiting?

PHILEMATIUM: That I may smooth (plaster) my cheeks

SCAPHA: I'll not give it.

PHILEMATIUM: Well then, give me the rouge.

SCAPHA: I'll not give it. By strange painting do you want to ruin a most charming work? It is not right for your time of

life to touch rouge nor whiting nor Venus-of-Melos cream nor any other kind of paint.

PHILEMATIUM: Take the mirror.

PHILOLACHES: Poor me! She gave a kiss to the mirror.

PHILEMATIUM: Come, look at my jewelry and gown. Does this really become me, Scapha?

SCAPHA: You are well dressed. You are most lovely.

PHILOLACHES: What are you two doing here?

PHILEMATIUM: I am dressing myself to please you.

PHILOLACHES: You are well enough dressed; for you do please me. (*To Scapha*) — But do you go off inside and take these (trappings) away. (*To Philematium*) — But my joy, my Philematium, I have come to you to dine with you.

PHILEMATIUM: Come, recline then, so we may dine. (*To a slave*) — Bring water, boy, that we may wash our hands, and place here a small table. (*To Philolaches*) Do you want garlands and perfumes?

PHILOLACHES: What is the need? I am going to dine with you.

193. Two Braggart Captains

(Pages 120-123)

PYRGOPOLYNĪ'CĒS: See to it that the sheen of my shield shall be brighter than the sun's rays, so as to ruin the line of sight of my enemies in the battle line. But where is Artotrogus?

ARTOTRŌ'GUS: Here am I, standing alongside the man brave and fortunate and of royal mien and a most renowned warrior; Mars himself cannot make his valorous deeds equal to yours.

PYRGOPOLYNICES: Tell me whom I saved in the Weevilonian Plains, when Boomingbattleson Famouscounselormisruleson was the supreme commander-in-chief, the grandson of Neptune.

ARTOTROGUS: I remember. You mean the one with golden arms whose legions you blew away with a breath as the wind blows away the leaves.

PYRGOPOLYNICES: That's nothing.

ARTOTROGUS: It's nothing, by George, in comparison with your other deeds.

PYRGOPOLYNICES: What other deeds of mine do you remember?

ARTOTROGUS: I remember well the way in which with your fist you broke the thigh of an elephant in India. And I remember that other elephant in Africa. You gave the elephant such a blow that your fist went right through its flesh and bones.

PYRGOPOLYNICES: Do you remember any others?

ARTOTROGUS: I remember a hundred and fifty men in Cilicia, one hundred in Scythorobberia, thirty Sardinians, sixty Macedonians, whom you killed in one day.

PYRGOPOLYNICES: Tell me how many men the total is.

ARTOTROGUS: Seven thousand.

PYRGOPOLYNICES: You've got the account correctly; but I don't understand how you have such a good memory.

ARTOTROGUS: I fear that my memory will fade away, if I don't have a good dinner soon. A good dinner always gives me a good memory; a better dinner gives me a better memory.

PYRGOPOLYNICES: You shall have your best dinner today.

THRASO: Did Thais send me hearty thanks?

GNATHO: The heartiest.

THRASO: Do you say that she is pleased?

GNATHO: She is most pleased, not so much by the gift itself as because it was given by you.

THRASO: I wonder why the women love me so much.

GNATHO: You are so charming that not only the women but even the men love and praise you.

THRASO: For instance, the king always used to give me heartiest thanks for whatever I had done; to others he did not give thanks the same way.

GNATHO: He used to take to himself the great glory won by your efforts.

THRASO: You are right (You have it).

GNATHO: Astonishing!

THRASO: And the king, when he wished to dine, do you know what he did?

GNATHO: I know. Then he took you for his sole dinner guest.

THRASO: You've got it. They all envy me greatly; but one man envies me beyond them all, the man whom the king had put over his Indian elephants. When he is too much of a nuisance to me, I ask him, "Are you wild, Strato, because you have command over the wild beasts?"

GNATHO: Finely said, by George, and wisely. What does Strato reply?

THRASO: All at once he is dumb. Did I never tell you, Gnatho, what I said to a Rhodian youngster at a banquet?

GNATHO: Never. I beg you to tell me. (*Aside*) I've heard it more than a thousand times!

THRASO: Once at a banquet there was this Rhodian youngster that I am talking about. By chance I had my girl with me. He began to flirt with her and to mock me. I say to the man: "What are you saying, you upstart? Are you a rabbit and hunt flesh?"

GNATHO: Wittily, charmingly, elegantly, nothing to surpass it! Was this your saying? I supposed it was an old one.

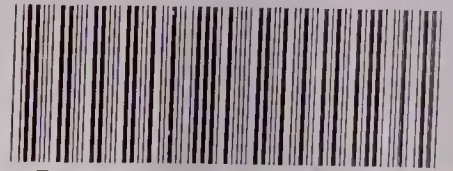
THRASO: It's mine.

GNATHO: Tell me what he did.

THRASO: He didn't say a word. All who were present almost died with laughing. Finally they all got to be afraid of me and were silent. They feared that I would get angry at them too.

For the translation of Caesar, see references given above in this Manual, p. 44.

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