Problems in first year Latin; A tentative solution

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The University of Montana

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Problems in First Year Latin:

a Tentative Solution

by

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B. A., Montana State University, 1926

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Montana State University
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Chapter I

The Problem

Within the past twenty years foreign language study in the United States has been investigated with the purpose of weighing the objectives considered valid by teachers and others interested and determining uniform objectives that are worthy and capable of attainment, of discovering current practices in teaching and the results attained by existing methods and recommending efficient methods, of evaluating the content of foreign language courses and suggesting improvements. The Classical Investigation, the report of which was published in 1924, was a study of the situation in classical languages, particularly Latin. Five years later the results of the Foreign Language Study, an investigation of modern foreign languages, were made public. The committee which carried on the Classical Investigation and the committee which conducted the Foreign Language Study reached the same conclusion in regard to objectives: namely, that the primary aim of foreign language teaching should be to train students to read the language.

In the report of the Classical Investigation it is stated that 69 per cent of all students who began the study of Latin in the secondary school continued it for one or two
years only.\footnote{The Classical Investigation, Part I, General Report (Princeton: Princeton University Press, 1924), p. 51.} Mark E. Hutchinson reports that in 1923, 87 per cent of Latin students in public high schools studied Latin for two years or less.\footnote{G. A. Wheeler and others, Enrollment in the Foreign Languages in Secondary Schools and Colleges of the U.S. (Publications of the American and Canadian Committees on Modern Languages; Vol. 4. New York: The Macmillan Company, 1928), p. 353, cited by Mark E. Hutchinson, "Realism in Latin Teaching," The Classical Journal, 30:479, May, 1933.} The Foreign Language Study found that for 83 per cent who began the study of a modern language in public and private secondary schools, two years was the maximum.\footnote{Algernon Coleman, The Teaching of Modern Foreign Languages in the United States (Publications of the American and Canadian Committees on Modern Languages, Vol. 12. New York: The Macmillan Company, 1929), p. 26.} These figures are significant in that they show the necessity of organizing foreign language courses so as to give this group the greatest possible benefit for the time spent in study. That is, the work of each year should be valuable in itself. The minority group who continue their study of the language for three or four years should not receive first consideration.

The problem was to investigate and to present a method which would enable students to read a foreign language with the greatest facility and with the least expenditure of time and effort, and to apply this method to the reading of a
particular language, namely Latin. The major part of this work was the preparation of some elementary Latin reading matter suited to the purpose.

First, in this introduction, the two foreign language studies which have been mentioned, the Classical Investigation and the Foreign Language Study, will be reviewed briefly, with special attention given to recommendations as to reading. Michael West's plan for teaching the reading of foreign languages and, in particular, his method of constructing foreign language reading texts will be presented. Several experiments in the reading method will be considered, which suggest that this method is practicable. Mention will be made of foreign language texts built on the West plan, and account will be taken of previous work done by others along this line in Latin. Finally there will be described the character of the Latin reading matter that follows this introduction and the part grammar plays in the use of it. This introduction has attempted to make clear the importance of teaching foreign language students to read the foreign language, to show the need for foreign language readers suited to teaching students to read, and to present the technique used in the construction of the Latin stories.
Chapter II

The Classical Investigation

By setting up first a tentative list of objectives and evaluating the validity of each by analyzing opinions of teachers and administrators and by testing Latin students to determine to what degree the objectives were attained, the Investigation determined on the objectives considered valid for the secondary course. The objectives are classified as immediate and ultimate. They are defined thus:

By ultimate objectives are meant those which involve educational values upon which the justification of Latin as an instrument in secondary education must depend, namely, those abilities, knowledges, attitudes, and habits which continue to function after the school study of Latin has ceased; for example, the ability to determine the meaning of an unfamiliar English word derived from Latin, the habit of sustained attention, or an appreciation of the influence of Roman civilization on the course of western civilization. By immediate objectives are meant those indispensable aims in which progressive achievement is necessary to ensure the attainment of the ultimate objectives, but which may cease to function after the school study of Latin has ceased; for example, the ability to conjugate a Latin verb or to translate a passage from Caesar.

The immediate objective is increased ability to read and understand Latin. The ultimate objectives are given below.

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4 The Classical Investigation, p. 32.
1. Increased ability to read and understand Latin.
2. Increased understanding of those elements in English which are related to Latin.
3. Increased ability to read, speak and write English.
4. Increased ability to learn other foreign languages.
5. Development of correct mental habits.
6. Development of an historical and cultural background.
7. Development of right attitudes toward social situations.
9. Elementary knowledge of the simpler general principles of language structure.
10. Improvements in the literary quality of the pupil's written English.

The Committee emphasized that in order to attain the ultimate objectives, teachers must not trust that students will attain these automatically, but must introduce into classroom work specific activities that will contribute to their attainment. The immediate aim and the ultimate aims are inter-dependent and are developed concurrently.

The Investigation also studied the content of the Latin course and recommended that content should be reduced in amount and made less difficult by postponing the study of many forms and principles of syntax from the first year to the second and by omitting some entirely. The reading of the first classical author should be delayed until the fourth semester, and reading matter should be more varied. It is suggested

5The Classical Investigation, pp. 78-79.
that students read from the earliest possible moment of their study easy, well-graded material that would enable them to read classical authors when they came to them with much greater ease and enjoyment than under the old system, where the student began the reading of Caesar with little previous reading experience and after a year's study of forms and syntax, only imperfectly learned. "This reading material should be abundant, repetitive, simple and varied in form, attractive in its content, and carefully adapted to the capacity of young boys and girls." It should also conform to the genius of the Latin language and should gradually approach in difficulty classical Latin so that the student can easily make the transition from made Latin to classical Latin. The Committee of the Investigation found that there was a lack of made or adapted Latin suitable for developing reading ability.

Principles of syntax should be so selected and distributed as best to contribute to the progressive development of the power to read Latin and to the attainment of the ultimate objectives which involve a knowledge of syntax. Functional knowledge of syntax should be stressed. New principles of syntax can often be met in reading and handled by the student without difficulty from the context. The occasion for an

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6The Classical Investigation, p. 127.
explanation of syntax is to clear up the meaning of a passage which cannot be understood without it. Asking questions on syntax after the thought has been apprehended or at a time when no need is felt is discouraged, for the student's attention is distracted from the content of what he is reading.

Concerning method, the Report puts great stress on reading in the Latin word order. The Grise Study indicated that the majority of fourth-year students attacked the Latin sentence through the English order. Most of them reacted to unfamiliar words by looking them up at once in the vocabulary. The habit of reading in the Latin order can be formed only by daily practice in comprehension at sight with insistence on grasping the meaning of word groups in the order in which they appear. The Committee is of the opinion that oral reading, which is often neglected by teachers, is valuable in helping the student to comprehend and that it can be used as a test of comprehension. In oral reading meticulous pronunciation should not be emphasized, but proper grouping of words and expression should be required. Teachers should make use of other means than translation to test whether or not students understand what they read. The large amount of translation required in Latin classes in the past has led to slovenly translation.

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7 *The Classical Investigation*, p. 172.
English rather than to discrimination in the use of English, which has been one of the aims of Latin, found, however, not to be realized. As to vocabulary, new words should be met first in connected reading. Insofar as possible their meanings should be inferred by relating them to known Latin words, English derivatives, or through the context. Frequent sight comprehension in classroom work should seek to make habitual with the student this procedure in attacking new words. Not all words can be determined in this manner, but a great many can be. The procedure is analogous to the way in which the ordinary reader reads over unfamiliar words to the meaning of a passage as a whole and usually infers the meaning of them from their relation to the complete thought. Similarly, new forms should be met first in context, and students should be trained to consider the various possibilities of a form and of the idea it may express. In the early stages of the work the similarity of the endings of the various declensions and conjugations should be pointed out. The Report states that mastery of inflectional endings and their significance is essential to learning to read Latin.

8 In the Miller-Briggs study, 34 per cent of the Cicero translations showed that the thought was not comprehended, and an additional 40 per cent were not acceptable English. Fully 46 per cent of the Caesar translations by fourth-semester students were rated by Latin teachers below the standard of acceptable English. The Classical Investigation, pp. 47-48.
An important discovery made by the testing of a great many Latin students throughout the country on Latin vocabulary, verb-forms, syntax, composition, rules of syntax, and sentence translation was that there is no significant relation between knowledge of the rules and ability to translate but that there is a high correlation between functional syntax and translation. This fact indicates that if ability to read and understand Latin is the chief objective, the emphasis should be on functional syntax, not on formal syntax, as the Report recommends.

Since this paper is concerned primarily with the Investigation's findings concerning reading, the specific methods suggested by the Committee for attaining the ultimate objectives will not be discussed in detail. It is sufficient to say that the selection of vocabulary, forms, syntax, and reading matter should be made partly on the basis of how much particular items contribute to the attainment of the ultimate aims. For example, the vocabulary to be selected for mastery should depend on its value in the attainment of the reading objective and also some of the ultimate objectives, particularly the ability to understand words derived from Latin and

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increased accuracy in their use. As has already been said, if teachers are to work for the attainment of the ultimate objectives, they must plan definite activities for the class work that will lead to their attainment. Thus, they should consciously work toward developing in their students correct mental habits and should show how they can function in other fields. They should not trust that exposure to Latin will work miracles.

The Classical Investigation has carried out an admirable piece of work and has made needed recommendations. The problem of the secondary school teacher of Latin is to find the necessary time to do all of the things suggested. If she is going to teach her students to read Latin, is not the actual reading going to take up most of the class time? It is true that she does not need to hurry so fast to cover the ground in first-year work since the number of forms and principles of syntax for that year has been reduced, but will not the time formerly used in drill on these elements be spent on reading in the first year, the amount of which has been materially increased? Some attention, it is true, can and should be given to the attainment of the ultimate objectives, but not at the expense of the reading objective. Just as it is possible to center so much attention on the study of formal grammar that there is little time left for reading, so it is possible to
devote so much time to the acquisition of an historical and cultural background that reading is neglected. Perhaps Mark E. Hutchinson is right in saying that the objective "should be the reading and enjoyment of Latin, with only so much attention paid to the so-called ultimate objectives as fits into attainment of this main objective."

Clarence F. Bill of Western Reserve University agrees with Hutchinson on the importance of the reading objective. He objects to the Committee's classification of objectives into the immediate objective and the ultimate objectives on the ground that the Committee seems to recommend the development of progressive power to read Latin in order to develop mastery of English, for example, not in order to read Latin. He would make reading ability the primary objective and would subordinate to it the ultimate objectives as by-products.

Furthermore, Bill has worked out a plan for teaching the reading of Latin. He stresses oral reading from the very beginning with attention to grouping of words, sense pauses, and emphasis where the thought requires it. To accustom pupils to the Latin word order and to the sound of the language, he suggests that the teacher read the review lesson while the students listen with their books closed. At first

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10 Mark E. Hutchinson, "Realism in Latin Teaching," p. 482.
the teacher reads slowly, phrase by phrase, the pupils giving the meaning of each phrase as it comes. Later the review work may be varied by the teacher's asking questions in Latin on the content, by modifying or paraphrasing the text. As the class progresses, less time can be given to review work and to the advance lesson to allow time for sight reading, which he considers invaluable. When word lists for the reading matter are no longer given at intervals, he advises that teachers select a few of the more important words in the advance assignment and tell the class their meanings and give information about their inflection. If the teacher finds that important words are not being used often enough to fix them in memory, she should make an effort to use them in Latin sentences of her own. Bill believes in translation; even though other methods of testing comprehension are used, pupils should be given to understand that they should always be prepared to translate. Comments on grammatical, historical, aesthetic, and metrical aspects and other explanations should accompany the reading, but they should be such as are needed to understand and appreciate what is read, and this phase of study should not crowd out practice in reading.\footnote{For Bill's description of his procedure see Clarence P. Bill, "Reading the Classics, II," \textit{The Classical Journal}, 23:489-99, April, 1928.} The particular merit of Bill's work is that it provides for a great deal of
practice in reading, that it trains specifically for reading in the Latin word order, and that it takes account of the value of oral reading. He says:

It is a method I have myself followed for a long time; and, while I am not claiming that it is the absolutely ideal way of learning to read Latin, I do believe that it is adapted to our present conditions, both in other respects and because classical teachers could swing into it without unreasonable effort. I have published it in the hope of contributing something to what I am convinced should be the supreme aim of classical study, ability to read Greek and Latin. The general accomplishment of this aim, I am sure, is the solid foundation for the enjoyment of classical literature and for the permanence of classical education through all stages of the curriculum.  

Chapter III

The Foreign Language Study

Soon after the Classical Investigation, a committee undertook a survey of the situation in modern foreign languages. First a tentative list of objectives was set up, which were advanced by responsible persons or groups of persons interested in the teaching of modern languages. Then the validity of these objectives was tested by experiments to determine to what degree students attained these objectives. For my purposes, the immediate objectives and the first three ultimate objectives are of especial interest. The tentative immediate

\[12\text{Ibid., p. 499.}\]
objectives were four: progressive development in power to read the language, progressive development in power to understand the language when spoken, progressive development in power to speak the language, and progressive development in power to write the language. The first three ultimate objectives were A. ability to read the foreign language with ease and enjoyment, B. ability to communicate orally with natives of the country in which the language is spoken, C. ability to communicate in writing with the natives of that country.

Modern language teachers expressed their opinions as to the validity of these objectives. Of the 439 teachers who expressed opinions, 36 per cent thought that at least 50 per cent of their students after two years of modern language study attained ultimate objective A; 18 per cent thought that 50 per cent attained objective B; 40 per cent thought that at least 50 per cent attained objective C. 13 Forty-three per cent of the teachers replying considered that 80 per cent of students who had studied a modern language for three years attained the reading objective; 20 per cent considered that this percentage attained the speaking and understanding objective; 41 per cent considered that 80 per cent of their classes attained the

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13 Coleman, The Teaching of Modern Foreign Languages in the United States, p. 45.
writing objective. Sixty per cent of the teachers expressed the view that 80 per cent of students after four years of study attained objective A; 53 per cent, objective B; 48 per cent, objective C. That is, only 36 per cent, 18 per cent, and 40 per cent respectively of the teachers who voted thought that objectives A, B, and C were attained by as many as 50 per cent of their students after two years' study.

The results of the testing of secondary-school modern language pupils were in agreement with the opinions of teachers. Pupils were tested in grammar, vocabulary, silent reading, and writing. The lower 50 per cent of second-year classes did poorly in grammar, as did the lower 50 per cent of advanced classes. On the American Council reading scales, testing the comprehension of paragraphs arranged in order of difficulty, the best students in the lower half of second-year French penetrated but little farther than paragraph IV, which 63 per cent of the second-year group read correctly; the best students

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15 Ibid., p. 48.
16 Ibid., p. 50.
17 Ibid., p. 74.
in the lower half of the third-year group hardly went through paragraph V, which 45 per cent of this group read and understood; the lower 50 per cent of the fourth-year group read and understood paragraph VI. Students also wrote original compositions on a simple picture, which were rated according to composition scales.

Opinions of teachers and scores on tests show "...that at least half the high school students completing two years of a modern language do not attain power to read and to write with sufficient ease and rapidity to make it probable that they have reached or that they will reach the point of using these abilities for any purpose of their own." The Committee summarizes as follows:

We may conclude, then, that the outcome of the two-year course, as at present organized and conducted, does not justify us in claiming for it the validity of the reading, speaking, and writing objectives for the lower half of the group, and that the case is none too clear for the attainment of these objectives by the lower half of the class in third year, unless it can be established experimentally that these abilities begin to function more effectively than we have assumed, at a lower score level on the measuring instruments that have been used.

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18Coleman, The Teaching of Modern Foreign Languages in the Universities, p. 75.
19Ibid., p. 90.
20Ibid., p. 92.
Since many of the tentative objectives were found to be invalid, the list was revised to conform to the analyses of opinion and the testing results. The objectives agreed upon for the first two years follow.

Immediate Objectives

Progressive Development:

1. Of the ability to read books, newspapers, and magazines in the modern language within the scope of the student's interests and intellectual powers.

2. Of such knowledge of the grammar of the language as is demonstrated to be necessary for reading with comprehension.

3. Of the ability to pronounce correctly, to understand and to use the language orally within the limits of class materials.

4. Of a knowledge of the foreign country, past and present, and of a special interest in the life and characteristics of its people.

5. Of increased knowledge of the derivations and meanings of English words, of the principles and leading facts of English grammar and of the relationships between the foreign language and English.

Ultimate Objectives

1. Ability to read the foreign language with moderate ease and with enjoyment for recreative and for vocational purposes.

2. Ability to use orally and in intelligible fashion a small stock of the foreign words, phrases and sentences.

3. An especial interest in the history, the institutions and the ideals of the foreign country, a better understanding of its contribution to civilization, and a less provincial attitude toward the merits and achievements of other peoples.

4. Increased curiosity about the literature and the art of other nations and greater ability to understand and enjoy them.
5. Greater interest in the accurate use of English.
6. Increased understanding of the development and the structure of the mother tongue and of other languages.

In the work of the first two years power to read the language is given a superior place, and understanding, speaking, and writing it are limited to the extent that these skills can be developed with the materials of the class room. In advanced work the attainment of these abilities is given more attention. If two-year language students, who comprise 85 per cent of the secondary school pupils who study a modern foreign language, are to receive the maximum good from their study, they should devote most of their energies to reading, which will be most useful to the greatest number. Others who need or desire the other skills will naturally desire to continue their language study. Only enough grammar study is recommended to enable students to read and comprehend. The Study found, however, that the chief emphasis of teachers was on grammar more than any other phase of study, as shown from a study of course outlines and from the fact that grading was on the basis of attainment in grammar. This emphasis was due to the belief of teachers that mastery of grammar was essential to learning to read. Several experiments have been

carried on to determine what part grammar knowledge plays in reading, three of which will be discussed later, 22

Some general reforms were suggested by the Committee. First, the time given to oral work should be reduced and the functional study of grammar and practice in reading should be the center of attention. Second, more reading outside the class room should be required. Third, an extensive reading course should be adopted for two-year language students, while those who plan to continue their study for a longer period should be enrolled in classes of the traditional type. Fourth, only superior students should take foreign language. Fifth, a three-year course should be made the minimum except for those who will continue in college. Sixth, the criterion for success in the first two years should be the attainment of reading ability. Teachers should pass only those who give proof of really being able to read. These people will have acquired some functional knowledge of grammar and will be able to understand and use the language to some degree. Furthermore, students who have learned to read, with further study, can more effectively acquire the other skills, if they desire.

22 See Chapter V.
Chapter IV

West's Plan of Teaching Students
to Read a Foreign Language

Perhaps the greatest contribution of recent times to foreign-language teaching was made by Michael West, who was Principal of the Teachers' Training College in Dacca, India, and is now at the University of Toronto. His work in teaching English to Indian boys led to a logical procedure in the making of foreign-language reading texts.

West observed that a Bengali boy would have need of being able to read English, since informative literature in his own language was inadequate. A few would need to write, understand, or speak English. But by stressing training to read the language the greatest number would derive the greatest benefit. Moreover, if the reading of English was actually to function in their lives after school study was finished, they would have to be able to read it with ease and enjoyment—"in an armchair," as West says. Besides, he wished to give the study of English the highest "surrender value," that is, the greatest proportionate amount of benefit from an incompleted course of instruction in that subject. Bengali boys who left school before finishing the English course, as many did, should receive benefit from their study in proportion to the length of time they had studied.
Therefore West set out to discover a good method of teaching these boys to read. First of all, he tried to develop reading facility in his students. He formed experimental and control groups shown by test to be of equal ability in English. The control groups were taught in the usual type of class, where practice in speaking and writing English accompanied reading. The experimental groups spent their time in reading, with emphasis on reading with comprehension and with rapidity. The general procedure in the class room was as follows. Unfamiliar words in the passage to be read were written on the blackboard, explained, and drilled on through sentences, and any difficult constructions were explained. Next a set of questions on the meaning of the passage was distributed and the questions were read by the teacher. The pupils began to read, asking for the meaning of any word they did not know. When they finished reading, they stood up and the teacher recorded the time taken to read. Then the boys wrote the answers in the vernacular. Later it was found preferable for boys to stand after they had written the answers, whereupon the teachers corrected them, the pupils then, instead of during their reading, asked the meanings of unfamiliar words, and corrected their wrong answers. After several months a test on the reading of a continuous passage was given to both the experimental and control groups. The experimental group
showed a superiority of 31.8 per cent on one story, 65.7 per cent on the other.23 Although the experimental class did not participate in speaking and writing English, as did the control classes, the two groups were practically equal on the regular school examination.24 West found during this experiment that the teacher did not always know which words were unfamiliar to pupils and that the number of unfamiliar words in the best reading matter was so great that the reading was slow and difficult. Hence, he realized that reading matter suited to his purpose was needed. Since it was not available, he constructed reading texts of his own.

In the construction of these texts he used only the words of greatest frequency, using as a basis Thorndike's word-frequency list.25 He discovered that the reading texts in common use made use of a great many words that were not the commonest,26 He thinks that almost any non-technical matter can be rewritten within the 5,000 commonest words. Furthermore,

24 Ibid., pp. 260-61.
25 E. L. Thorndike, The Teacher's Word Book (Teachers' College, Columbia University, 1921), contains a list of 10,000 English words arranged in the order of their commonness.
26 50.6 per cent of the vocabulary of the boys in Class III was not of maximum utility; 36.0 per cent of that of boys in class X was of less than maximum utility, West, op. cit., p. 241.
he states, "Any simple narrative which does not contain too much local color and has a strong plot can be written within 2,500 or even 1,000."\textsuperscript{27}

In building his texts he kept in mind other criteria also. The first is that at the earliest possible moment pupils should derive a sense of pleasure and power from their reading. Secondly, words should be learned from meeting them repeatedly in reading rather than through memorizing them in lists. They should be introduced very gradually and should be used over and over until the reader knows them. West recommends as the ratio of new words to old in a primer, 30:1; in a first reader, 40:1. The third criterion is that new words should be introduced at regular intervals, not in a mass. The commonest words should be introduced first, the number of words of low frequency should be few, and ideally there should be no synonyms in the early stages. In the fourth place, the reading matter should be suited to the age and interests of the students for whom it is intended.

With these criteria in mind, West made two reading texts. Book I built up a vocabulary of 208 words; the total number of words in the book was 9,296. The number of running words per new word was 45. Of the 208 words, 137 were among

\textsuperscript{27}West, \textit{op. cit.}, p. 243.
the first 500 commonest words in English, and 165 were among the first 1,000 commonest. Forty-three words were outside the commonest 1,000 words but were used to present a new letter, were necessary to tell the story, or were derived from common words included in the vocabulary. It was assumed that the vocabulary of Book I had been learned by those who undertook Book II. In this second book 236 additional words were introduced. The total length was 13,217 words, and the number of running words per new word was 56. As in Book I, some relatively uncommon words had to be used. Book II was composed of ten stories and ten informative articles. It was found desirable to provide extra reading matter containing no new words that students might read with ease and enjoyment, that they might have a sense of accomplishment. Four stories containing only one new word were written to be read after Book II had been completed. West did not find such material possible after Book I. 28

These reading texts were used in two experimental classes. They were used in Class II in a Middle English school with twenty-six boys, a school of low quality in an inferior locality. Since it was found that these boys were not able to read the vernacular, they received special training in silent

28 Such material at this point would have required, West says, the introduction of new words.
reading in it along with their reading of English. No control
group was formed, but results obtained on periodic tests by
this class were compared with the results of classes in the
very best school in that part of the Province. The texts were
also used in a Class III, one of higher intelligence. After
one term Class II was found to be equal in reading ability to
Class III of a government school. In eighty-two working days,
or about seventeen weeks, this experimental class made a gain
in reading normally requiring two and a half years. Class III
also showed a gain normally made in two and a half years. In
one year's work, 141 actual working days, Class II made a two
years' gain in reading and a year's gain in vocabulary.
Class III made the same gain in ninety-four actual working days.

West summarizes the conclusions of these and other tests
as follows:

Hence we may say that, given an efficient method,
efficient textbooks and a reasonably efficient teacher,
it is possible to give such reading ability in English
as constitutes a permanent, usable and improvable pos-
session within one year to about forty per cent and
within two years to eighty per cent of an average class
of Bengali boys. Of the remaining twenty per cent,
sixteen are boys of natural ability so much below normal
that they have difficulty in mastering the reading of
their own mother-tongue. It is questionable whether the
study of a foreign language can--even in the bilingual
conditions of Bengal--in their case be recommended.29

29West, op. cit., pp. 303-04.
In the very earliest stage the procedure used in classroom work was picking out new letters in the passage, learning the new words through blackboard drill, reading the sentences in unison, individual reading by the backward boys, reading the sentences and giving their meanings in unison and by individuals. After the class had advanced to the story-reading stage, the class read the questions on the passage, individuals gave their meaning, and the class read and gave the meaning of the questions; next the boys found the answers and underlined them, and the teacher checked their underlinings; the boys then wrote the answers. For home work the boys, without the English version, wrote the story in the vernacular. As the work progressed, the method remained about the same except that the story was told by some boy in class instead of its being written as home work. Although except in the very earliest stages oral reading was not practiced, the boys were able to read aloud remarkably well. They did, however, in the beginning of the work use lip-movements and vocalizations. With additional reading experience, the more advanced boys no longer used them. In the less advanced there were lip-movements without sound. One month before the end-test, an effort was made to discover whether the boys of experimental Class III were translating or actually reading. Fifty-three per cent were reading, 31 per cent were translating, and the process of the five very backward boys could
not be determined. Those who were translating were advised not to translate, and a short time later all were reading except the five slowest boys. West does not discourage the use of the vernacular in the beginning stages of foreign-language study, but thinks that with reading experience translation tends to disappear.

Although West feels that his work is only experimental and not perfected, he considers that his procedure and material have proved their worth. Certainly he has undertaken a prodigious task and has carried it through with care and diligence. His method is a pleasant way of learning to read a language. It abolishes the tediousness of continually consulting the vocabulary for word meanings and gives the learner a feeling of satisfaction. Textbooks constructed on his principle should enable students to build up with ease and pleasure the recognitional vocabulary which is so necessary to learning to read a foreign language.

Chapter V

Some Experiments in the Reading Method

The next problem to be considered is what has been accomplished by the reading method in the various foreign languages. Several experiments have been carried on.
In 1926-27, at the University of Illinois, a class in first-year French, composed of freshmen who had no particular interest in foreign language study and wished to study the language for only one year, used the reading method. The plan was to study first twelve lessons in recognitional grammar in preparation for reading. After five or six lessons, however, in which the work proved difficult because it dealt with isolated examples, the class abandoned the grammar lessons, expecting to return to them later, and began to read Roth's Contes Faciles. Since no need for grammar in reading was felt, the grammar lessons were not resumed. At first the translation method was used, and for the first few weeks reading in French was practiced but was later discontinued because of lack of time. During the first semester the class read also Lavisse's Histoire de France and Malot's Sans Famille. Detailed objective tests were given to check on comprehension of assigned reading, and there was a little sight translation every day. The second semester the class read Verne's Le Tour du Monde, Loti's Pêcheur d'Islande, France's Le Livre de Mon Ami, and Mérimée's Columbe. In addition to the assigned class room work, at least 100 pages of outside reading were read the first 30This experiment is reported by James B. Tharp and Eloise Murray, "Grammarless Reading of Foreign Languages," The Modern Language Journal, 12:825-30, February, 1929.
semester, and Dumas's *La Tulipe Noire* was read by all the second semester. At the end of the year standardized tests were given, and the results obtained by the reading class were compared with those of classes taught by the grammar method. The reading class made a gain of from 20 to 25 per cent over the regular classes in vocabulary, a gain of from 26 to 40 per cent in reading, and acquired from 16 to 41 per cent of the grammar that the regular classes learned. Moreover, students in the class were able to read French for pleasure, and, although they had entered the class with no special enthusiasm, only to work off a requirement, three-fourths of the class wished to continue French. Miss Murray states:

> It seems safe to say that the "Reading Sections" accomplished their purpose. Students were reading rather difficult French literature and understood it in one year with practically no preliminary preparation other than actual reading.31

This experiment suggests that college freshmen, at least, can learn to read French with little or no systematic grammar study.

A more significant test, because it dealt with a larger number of students in nine secondary schools, was made in June, 1931, by Dr. F. D. Cheydeur, Professor of Romance Languages at the University of Wisconsin. He compared the median scores on the American Council Alpha French tests made at the end of

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of their first year's work by 192 French pupils who had been taught by the reading method with the national norms. He reported a 12 per cent gain in vocabulary over national norms, an 18 per cent gain in silent reading, and a 14.5 per cent loss in synthetic grammar.32

G. T. Buswell's experiments to determine the reading habits of foreign language students show the results of different methods of learning. He photographed their eye-movements by means of a machine that records fixations, regressive movements, and fixation pauses. An immature reader makes a great many fixations and regressive movements per line, and his fixation pauses are long. Eye-movements do not indicate the reader's comprehension; for an accurate interpretation of the photographs the degree of comprehension should be learned otherwise.

By this method he tested two high school classes taught by the direct method33 and two taught by the indirect translation


33 By direct method here is meant the method of getting the thought directly from the foreign languages without the use of English equivalents. It should not be confused with the true direct method, which has been used in both modern language and Latin teaching. The true direct method involves exclusion of the mother tongue from the class room. Most of the time is spent in oral practice with the language in imitation of the teacher.
method. The classes were from two different Chicago high schools and were taught by two different teachers. Students for testing were selected from the middle halves of their classes. There were one first-year and one second-year class taught by each method. In the classes of School A the direct method was used; in School B, the indirect translation method. In silent reading the second-year students of School A uniformly made fewer fixations and fewer regressive movements than the first-year students; the second-year students of School B made more fixations and regressive movements than the first-year students, who were found not to be reading with understanding. In School A the reading habits of the second-year students approached more nearly those of mature readers of the language than did those of the second-year students of School B. The pupils of School B made more fixations and more regressive movements per line than those of School A. The length of fixations, which indicates speed in recognizing words, was greater for the second-year classes of School A than School B. Superiority in this respect, however, is not so significant. Buswell's experiment shows that reading a foreign language by the direct bond tends to produce more mature reading habits than the translation method.

Buswell also observed the reading habits of Latin students. For testing he used the best students in the third-year
Latin classes of seven high schools, who had been taught by the translation method. He tested also students selected from the middle halves of first-, second-, and third-year classes in the University High School of the University of Chicago, who were taught to read Latin directly. The same selection was read by both groups. Table I shows the results for this second group.

Table I

Group Medians for Silent Reading of Latin

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Number of Fixations per Line</th>
<th>Average Number of Regressive Movements per Line</th>
<th>Average Duration of Fixation Pauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>13.0</td>
<td>2.3</td>
<td>9.0</td>
</tr>
<tr>
<td>Second year</td>
<td>13.0</td>
<td>2.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Third year</td>
<td>10.5</td>
<td>2.5</td>
<td>7.7</td>
</tr>
</tbody>
</table>

There was a marked improvement among third-year students in the number of fixations per line and in the duration of fixation pauses. Eye-movements of these students resembled those of an immature reader in the vernacular. They made from two to three times as many fixations per line as they did in reading English.

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A study of the eye-movements of the high-ranking third-year Latin students taught to translate reveals a great many fixations and many regressive movements. Their eyes did not move steadily across the page but stopped often and went back, as if the reader were puzzled. Buswell describes their eye-movements as "mere helpless wandering." Table II gives the results of a few individual tests. It must be noted that the lines used in the passage read were 7.7 per cent longer than those of the same passage given to the first group. Because of the small number of cases no group medians were formed.

Table II

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Number of Fixations per Line</th>
<th>Average Number of Regressive Movements per Line</th>
<th>Average Duration of Fixation Pauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 10</td>
<td>34.0</td>
<td>9.8</td>
<td>6.2</td>
</tr>
<tr>
<td>A 21</td>
<td>30.8</td>
<td>13.0</td>
<td>6.6</td>
</tr>
<tr>
<td>A 29</td>
<td>50.8</td>
<td>23.0</td>
<td>7.2</td>
</tr>
<tr>
<td>A 35</td>
<td>23.0</td>
<td>8.5</td>
<td>7.3</td>
</tr>
</tbody>
</table>

Even considering the slight difference in the length of the lines, one can see from the tables that the reading

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35 Buswell, op. cit., p. 73.
habits of these third-year students are inferior by far to those of the first group. It is significant that the first group understood better the passage read than did the second group.

The number of fixations and regressive movements is greater in the reading of Latin than in the reading of modern foreign languages. The eye-movements are similar, however, except that those in reading Latin show characteristics of less mature reading. Buswell says:

It is perfectly clear, however, that Latin can be read and that the students in this high school are learning how to read it. It is also evident that the reading of Latin presents somewhat greater difficulties than the reading of French, German, or Spanish, and that progress during a single year is less. From the nature of the language and its construction, it is not surprising to find that this difference exists.  

Buswell found that the middle half of foreign language classes, either in high school or college, at the end of two years' time had not acquired mature reading habits. Some students were expert readers at the end of two years, and a few at the end of one year. He estimated that a third year of work is necessary to make most of the students efficient readers in the language. He asserts:

This precipitates the question as to whether by a more careful selection of students and possible further

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36 Buswell, op. cit., p. 91.
revision of methods of teaching this goal may still be reached in two years. There are certain rather strong reasons which suggest that this would be entirely possible, providing foreign language teachers deem it desirable to attempt such an objective in two years' time.

In his book, *The Practice of Teaching in the Secondary Schools*, Henry C. Morrison describes a working plan for teaching foreign languages by the reading method. He believes that the classroom does not provide a suitable situation for learning to speak a language and that the reading objective is the only valid one. He advocates first building up a small vocabulary by oral work in a modern language and by board work, making use of sentences and then paragraphs in Latin. After the class has become acquainted with about 200 words and the most common forms and language peculiarities, it should be set to read in some text. Comprehension of reading is tested, but no use is made of translation. Students are trained to read without thinking of English equivalents. He emphasizes the reading of long passages with as many re-readings as are necessary to clear up the meaning. Just as in reading the vernacular, a person does not puzzle over every word but takes in the thought of whole sentences and whole paragraphs and re-reads when he does not follow it, so in reading a foreign language he should not analyze every word, but,

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37 Buswell, *op. cit.*, p. 95.
understanding the meaning of whole passages, he will come to
know through context the meaning of many unfamiliar words.
The only writing of the language is through free composition,
using words and forms that have been observed in use. Naturally
there are mistakes, but some of the writing is surprisingly
good. Attractive reading matter is made easily available,
and students are encouraged to read what appeals to them.

Under Morrison's system the student continues in the
language class until he shows that he has reached the "reading
adaptation," that is, until he can read easily non-technical
matter of ordinary difficulty in the language. When he has
acquired that ability, he is excused from the regular class-
room work but reads outside and reports to the teacher on
what he reads. Or if he wishes to continue the language, he
may enter a grammar class where he learns sufficient grammar
to enable him to comprehend more exactly what he reads.
Morrison believes, however, that reading and grammar should
not be studied in the same class, for the purpose of the
teaching is likely to be thrown out of focus and inhibitions
may be set up. Therefore, grammar study should come after the
reading adaptation has been acquired, if at all.

Morrison suggests that the standard might be that
"of a popular story written for the average reader in a
modern language."
For teaching by this method the teacher had to build up for himself in the beginning material presenting slowly the first small stock of words and forms in sentences and connected paragraphs. Morrison found that most beginning books introduce new words and forms too rapidly. He says:

The defect in most beginner's readers or first books is that the gradient referred to is much too steep. New words and forms appear so rapidly that the learner does not assimilate in the manner required by language-arts principles. He becomes swamped in the mass of new isolated learnings and promptly falls back on the process of memorizing, deciphering, and transverbalizing.39

The "reading" method, however, has not been generally adopted. Miss Eddy said that her survey came too soon after the Foreign Language study for it to have had any noticeable effect on modern language teaching, although a few schools had been working along the lines recommended by the Committee before its report, and a few had revised its courses to conform to its recommendations. In Latin, the influence of College Entrance Examinations has always been great. As long as they require a reproductive knowledge of Latin, Latin teachers, believing that they must prepare the few who will take these examinations, continue to emphasize grammar. Miss

Eddy, however, cites cases of teachers who have tried the reading method and have expressed the utmost satisfaction with it. 40

A. A. Douglass in 1936 reported that the eclectic method was the one most commonly used by modern foreign language teachers. 41 This is a compromise between the direct method, which bars use of the vernacular from the class room, and the grammar-translation method, which involves along with translation the study of grammatical rules and principles. Handschin says, "If...we examine the syllabi and outlines of modern-language courses given in secondary schools today, we are surprised and shocked to see that the emphasis is still on grammar." 42 In the following he states his explanation for this situation:

Much criticism was directed against the report (of the Foreign Language Study) for the reason that, although the material was generally known to the Committee on Direction and Control of the Study before it was published, the precise proposal as worded by Coleman


42 Handschin, op. cit., p. 142.
was not known to them and shocked and disappointed some members. Other conservatives, persons poorly acquainted with conditions in secondary schools, and individuals who feared that the method proposed would encourage superficiality and lack of thoroughness, voiced their opposition loudly.43

Despite, then, the recommendations of the Study and the Investigation and the good results attained by experimental classes taught by the reading method, grammar still holds the center of the stage in foreign language teaching.

Thus far it has been pointed out that investigators recommend that the ability to read be the primary requirement in the first two years of foreign language study and that functional grammar and syntax be taught to the extent that they contribute to the reading skill. Experimental work has shown that very little formal grammar knowledge is needed to learn to read. But in order to teach, with economy, students to read, there is need of reading texts containing matter that will be of interest to boys and girls and that will contribute to the attainment of the ultimate objectives, such as the historical-cultural objective, and presenting new words and forms so gradually and repeating them so often that the student will learn them thoroughly and will be able to read with a sense of accomplishment and pleasure.

43. Handschin, op. cit., p. 70.
Chapter VI

Foreign Language Texts Made on West's Plan

Texts of this kind have been prepared in French, Spanish, German, Italian, and Latin. Helen M. Eddy, Head of the Department of Foreign Languages in the University High School, State University of Iowa, and Grace M. Cochran have made a series of French readers, known as the Heath-Chicago French Series.44 There are included several plateau readers, intended to be read at certain stages in the course, which contain practically no new words, idioms, or grammatical principles. They are constructed according to the plan devised by West. To accompany the readers there are Eddy's Beginning French and Workbook. The intensive readers for the first-year are Si Nous Lisons and Pierrille; for the second year, Les Trois Mousquetaires. In addition there are three plateau readers for the first year and three for the second.

For Spanish, Sparkman and Castillo have written their Beginning Spanish, Workbook, and Primeras lecturas espanolas, to be used concurrently the first year. For second-year work, there are Sparkman and Castillo's Repasemos and Spanish Wall Charts, Perez Galdos' La Nela and Cuaderno, and Castillo and Sparkman's Espana en America and Cuaderno.

44The French, Spanish, and German texts listed are all published by D. C. Heath and Company.
For first-year German there are Hagboldt and Kaufmann’s Deutsch für Anfänger and Lesebush für Anfänger and the first five German Readers. For second-year German, the suggested course is Hagboldt’s Essentials of German Reviewed combined with Graded German Readers, books six to ten, or Leopold’s Reise durch Deutschland and Thoma’s Cora, Vier Lausbuben-geschichten.

Since Italian is seldom taught in secondary schools, the texts in this series for that language are not listed here, but they may be secured from D. C. Heath and Company.

The University of Chicago Press has published three Latin readers: Mima Maxey and Marjorie J. Fay’s A New Latin Primer, Mima Maxey’s Cornelia, and Marjorie J. Fay’s Carolus et Maria. An examination of the last two discloses that they are stories, of no great interest, about American boys and girls. The difficulty of telling interesting stories with a limited vocabulary is great; that is, of writing material suitable for boys and girls of high school age within the range of the vocabulary of one who is only beginning to read. The chief criticism of these readers is that they lack the flavor of a classical setting. The authors have made use of the Lodge frequency list in their selection of vocabulary. In

45 This word count is based on the Latin usually read in high schools. It appeared in 1912.
these beginning readers participles and subjunctives do not occur; the forms are those recommended by the Classical Investigation for the first year. In the reading matter which composes the main part of this study, these forms are introduced early.

A word count of three stories of *Cornelia*, selected at random near the beginning, the middle, and the end of the book, shows respectively eighteen new words out of 211, ten out of 181, and sixteen out of 197. The ratio of running words to new words is approximately twelve to one, eighteen to one, and twelve to one. A similar count of three stories from *Carolus et Maria* reveals seventeen new words out of 260, fourteen out of 327, and sixteen out of 242, the ratio of running words per new words being respectively fifteen to one, twenty-three to one, and fifteen to one. A count was also made of the new and old words on a page of the reading material that follows, chosen at random near the beginning, the middle, and the end. On page 60 there are six new words out of 121; on page 120 there are nine new words out of 137; on page 170 there are seven new words out of 142, the ratio of running words to new being twenty to one, fifteen to one, and twenty to one. New forms were not considered in these counts. There is such a great variation in the ratios that I shall not venture any generalization. It is perhaps safe to say, however, that the
vocabulary burden in my work is no greater than it is in these two Latin readers. 46

Latin texts on the West plan present a greater difficulty than modern language texts. Since Latin is a more highly inflected language, a great many forms of the same word are possible. A noun, for example, has not been wholly presented upon its first appearance. The meaning of the word and the significance of its ending are both involved. For example, although the student has seen deus, deorum, with a different ending, is a new word if he has not yet learned the significance of the ending -orum. Similarly, he may know pulchrem, but pulcherrimus presents a new element, as does pulchrior. Should each new form be counted as a new word? The answer, in part, at least, is this: From the very beginning of his study in Latin, the student should be told the importance of watching the endings of Latin words, for they show relationship to the rest of the sentence. He comes to expect the endings to change. He will have no difficulty in seeing that pulchrem and pulchra are forms of the same word. When he first meets a genitive plural like deorum, it should be treated as a new word, but its ending should be noted and its significance explained.

46 To keep the proportion of new words constant was found to be impossible. Some stories require the use of many new words; others, but few.
After several occurrences of this ending, how many, it is difficult to determine, the student will be expected to recognize a familiar word with that ending, and it is believed that he will if it has been brought to his attention each time that he has met it. If upon its first appearance and certainly its second and third, a new ending on an already familiar word counts as a new word, the vocabulary burden will, of necessity, be greater than in similar modern language reading matter, where this situation does not exist to the degree that it does in Latin.

Chapter VII

Character of the Reading Matter Submitted and the Place of Grammar

The major part of my work has been the making of an elementary Latin reader, following in the main the principles laid down by Michael West. The stories have been adapted from Ovid's Metamorphoses. As Greek and Roman myths are usually of interest to high school students, especially first- and second-year pupils, the reading material should be attractive. It is assumed that the student has no knowledge of Latin when he begins the work. From the very first day he reads connected Latin, and very soon he is reading simply told stories. Whenever a new word is introduced, it is given in the margin on
the line in which it occurs and its meaning is given above the word in the place where it first occurs. The word is repeated frequently after its initial use except in the case of words which are needed to tell a story but have no great utility. The number of old words per new word is considerably less than West recommended, but not so great, it is believed, as to give students great difficulty.

Teaching students to read by this method does not mean that forms and syntax are ignored, but they are studied for recognitional, not reproductive, purposes. That is, the student is trained to recognize the future tense of a verb when he meets it in a sentence but is not asked to conjugate a verb in the future tense. But it is essential that he recognize the personal endings and that he know and watch for tense signs. He must think of silvam as a singular objective form, though he may never be asked to decline the word. Furthermore, he must see the relationship of the word to the rest of the sentence as shown by its form. It is necessary to distinguish between in silvā and in silvam, although they are not called by technical names. The ability to decline silva or even a knowledge of the grammatical principles involved in the two phrases does not ensure that a student will understand them
correctly when they occur in reading. In the same way, he can perfectly well handle many instances of the subjunctive without knowing why it is used. In formal study of grammar he would study the grammatical rules for the subjunctive and would be assigned the writing of Latin sentences applying them and would be called upon to analyze its use in Latin sentences. In functional, or rather recognitional, grammar enough is taught about a subjunctive form to enable students to understand a sentence containing it, and that does not demand giving its use a name. One who would read Latin must have a recognitional knowledge of forms and syntax, and the task of acquiring it is no mean one.

After a student has seen many times the various forms of a word, it is quite likely that he will be able to give a paradigm. It is probable, too, that after observing a grammatical principle in use many times, he will use it correctly in exercises or sentences. Exercises of this kind may be valuable in focusing attention on vocabulary, forms, and syntax. If he can make use of the principles he has seen in use, then

47 The Classical Investigation found, as previously stated on p. 9, no significant relation between knowledge of the rules and ability to translate but a high correlation between functional syntax and translation.
his grammar is "functioning." Even if he cannot, it may be adequate for recognition. There is a vast gulf between formal and functional grammar. One might be able to give paradigms and to recite grammar rules fluently and still not be able to read Latin. On the other hand, it is quite possible to know no paradigms and practically no rules but to be able to read well. But the character of the Latin language demands that the reader recognize and pay attention to forms and grammatical phenomena. This ability and this mental attitude can be developed more efficiently by actual experience with principles in use rather than through formal learning of them.

With grammar taught only to the degree that it functions in reading, but nevertheless taught, the postponement of the more difficult forms and syntax until the second year, as the Investigation recommended, is not necessary. The student can soon learn enough about the present active participle, for example, to enable him to understand it in reading. After being told on the first appearances of these forms that final -ns or -nt- before an adjective ending corresponds to English -ing and after having his attention called to these forms on their repeated occurrences, he soon learns to read them easily. Similarly, the perfect passive participle, the recognition of which is essential to reading Latin because of its high frequency, can be introduced reasonably early although it is a
more difficult form to master. For recognitional purposes there is no need of delaying the subjunctive until the second year. In fact, the use of the subjunctive in dependent clauses gives so little difficulty in reading that students can read it there without realizing that the subjunctive has been used, although many of them will be curious about the new verb form. Therefore, by limiting grammar to recognitional grammar, students in a shorter period of time can become familiar with the forms and their uses necessary to reading classical Latin. The 87 per cent of secondary students who study Latin for two years or less by this plan can be introduced to classical Latin earlier and can read it more easily. The tentative reading matter that follows does introduce soon important forms commonly deferred until the second year, and besides, from the very character of the subject matter it builds up a vocabulary that prepares for the reading of Vergil. If within two years' time Latin students can read some of the best classical Latin, their time has been well spent.

The reading matter submitted is not extensive enough to prepare students to read classical Latin, but it is a first step. More reading experience with material of the same kind, gradually increasing in vocabulary and in sentence complexity, should enable them to make the transition easily.
ELEMENTARY LATIN READING MATTER

DE DEIS HOMINIBUSQUE

***
et Apollo et Diana

is a god great
Apollo est deus. Apollo est magnus.

beautiful
Apollo est pulcher.

Apollo est deus pulcher. Apollo est deus magnus et pulcher.

in the forest

likes
Apollo silvam amat. Deus silvam amat.


Deus silvam magnam et pulchram amat.


a goddess
Diana est dea. Diana est magna.

Diana est dea magna. Dea est pulchra. Diana

1Apollo silvam amat: Apollo likes the forest.
est dea magna et pulchra,


Diana silvam amat, Deus pulchra silvam amat. Deus magnam silvam amat. Deus silvam magnam et pulchram amat.


not

Diana nōn est deus: Diana est dea.

Apollo nōn est dea: Apollo est deus.

Stag

Cervus in Silvā

In silvā est cervus. Cervus est magnus. Cervus est pulcher. Cervus est magnus et pulcher. Cervus magnus et pulcher
In silva magna et pulchra est. Cervus silvam amat. Cervus magnus et pulcher silvam magnam et pulchram amat.


Deus Apollo in magna silva est. Deus pulcher Diannam non videt, et Diana deum pulchrum non videt. Deus magnum cervum videt. Cervus deum pulchrum non videt. Magnus deus cervum pulchrum necat.

Nunc Dianna pulchra deum in silva videt. Apollo Diannam non videt. Nunc deus deam pulchrum videt. Diana pulchra deum non amat because cervum pulchrum necat. Deus Diannam non amat, quod Diana deum non amat. Nunc cervus magnus et pulcher in silva non est. Happy

Nunc dea non est laeta quod cervus in silva non est. Nunc deus non est laetus quod Diana deum non amat. Nunc Diana non est laeta, quod Apollo Diannam non amat. Nunc deus non est laetus quod cervus in silva non est.
Cyparissus est puer. Puer est pulcher.


friendly to the boy


with

Cervus cum puerō in silva est. Puer cum cervō est. Apollo cum puerō et cervō est. Diāna cum puerō et cervō non est. Diāna in silva est; Diāna deum et puerum et

2A name.
cervum non videt.

Nunc Apollō cum puerō et cervō non est; sit
sedet Puer in silvā sedet, Cervus non sedet.
per Nunc puer in cervō sedet, Cervus per
errat silvam errat. Deus Apollō per silvam errat;
dēfessus deus cum puerō nōn est. Dea Dīāna per silvam
errat; cum puerō Dīāna nōn est. Apollō cum
Diānā per silvam errat.
sēlus tired
portat Nunc cervus est dēfessus, Cyparissus
in cervō sedet et cervus per silvam errat.
Nunc puer in cervō dēfessō nōn sedet. Puer
solus alone
sēlus per silvam errat.
tēlum Puer tēlum portat. Tēlum est mag-
portat num. Puer magnum tēlum portat. Puer tēlum
amat. Puer magnum telum amat. Puer sōlus
iacit throws per silvam errat et tēlum iacit. Tēlum cerv-
um amīcum necat. Nunc puer nōn laetus est.
Nunc cervus amīcus in silvā nōn est. Nunc
puer in cervō nōn sedet. Nunc cum cervō
puer per silvam nōn errat. Sōlus puer per
silvam errat. Nunc Cyparissus tēlum nōn
amat. Nunc puer per silvam errat: puer tē-
lum non iacit.

Apollo puerum in silvā videt. Puer
est sōlus: cervus cum puerō nōn est. Puer
nōn est laetus. Apollo nōn est laetus quod puer nōn est laetus. Deus Apollo śyparissum into a tree changes the cypress in arborem mutat. Arbor est cyparissus. Arbor est pulchra. Arbor pulchra in silvā est. Nunc puer per silvam nōn errat, quod puer nunc est arbor. Deus Apollo arborem amat.

Deus et Puer in Silvā

Deus Apollo cum puerō in silvā est,


currifc


Daphnē et Apollō

nympha


Daphnē est nympha pulchra. Daphnē
semper

pater

nōmine

pulchra silvam amat. Cum Diānā per silvam
she wanders always
errat. Nympha in silvā semper est.
Her father
Pater in silvā semper est. Pater est
in name

deus. Pater est nōmine Pēnēus.3 Pater est
flūmen magnum. Flūmen est nōmine Pēnēus.

Flūmen nōmine Pēnēus in silvā est. Pater
Pēnēus nymphan amat,

Nunc Daphnē per silvam currit. Sōla
est: Diānā cum nympha nōn est. Deus Apollō
per silvam errat; sōlus est. Magnus deus
nymphan pulchram videt et amat. Nympha deum
but

videt sed nōn amat; per silvam currit. Apol-
lō per silvam currit. Nunc Daphnē défessa
est; deus nōn défessus est. Nympha flūmen

iam videt. Flūmen est pater nōmine Pēnēus.

Nympha prope flūmen nunc est. Apollō prope
nymphan currit. Pater Pēnēus nymphan videt
unhappy

et miser est quod deus prope nymphan cur-

rit. Pater miser est quod nympha misera est,

Daphnē misera vocat, "Pater, servā me,
servā me! Deus prope me currit!" Pater

3"Pater est nōmine Pēnēus": "her father is named Peneus,"
or "her father's name is Peneus."

4A command given to one person.
nympham miseram servat: in arborem nympham
mütat. Arbor prope flūmen est. Arbor est
the laurel
nōmine laurus.

Apollo est miser, quod Daphnē pulchra
nympha nōn iam est sed arbor. Daphnē cum
Dīānā per silvam nōn iam currit. Arbor pul-
chra in silvā est. Arborum laurum Apollo
semper amat.

Nymphs

Nymphae in Silvā

Nymphae in silvā sunt. Nymphae sunt
goddesses
pulchrae. Nymphae sunt deae. Nymphae
sunt deae pulchrae. Nōn magnae deae sunt
nymphae. Sed Dīānā est magna dea. Dīānā
nōn est nympha.

love

Nymphae deam Dīānam amant. Cum Dīānā
they wander
per silvam errant. Dīānā et nymphae sil-
vam amant.

Nunc nymphae: cum Dīānā nōn sunt. Prope
flūmen sedent, quod dēfessae sunt. Nōn
laetae sunt sed miserae, quod Dīāna in sil-
vā nōn est. Nunc Dīānam vident et vocant.

also

Dīānā quoque vocat. Nunc Dīāna quoque prope
flūmen sedet. Nymphae nōn iam miserae sed
laetae sunt, quod Diēna in silvā est.

Diēna quoque laeta est.

bow it is

Diēna arcum portat. Magnus arcus est:

A quiver

Diēna magnum arcum portat. Pharetrum quoque portat. Pharetra est pulchra. Nymphae mag-

num arcum et pharetram pulchram amant.

Arrows

Sagittae in pharetrā sunt. Apollō quoque

arrows

arcum et pharetram et sagittās portat.

Cupid

Cupīdō, deus quoque, pharetram et sagittās

et arcum portat.

Diēna et nymphae nōn iam dēfessae sunt

et prope flūmen nōn sedent sed per silvam nymphs

errant. Cervum vident. Cervus nymphās videt

et per silvam currit. Nymphae quoque currunt. they are

Nunc prope cervum sunt. Diēna sagittam in

shoots

cervum mittit et cervum necat. Laetae sunt

nymphae quod Diēna cervum necat. Nunc dēfes-
sae sunt et in silvā prope arборem sedent.

Arethūsa Nympha

There is

Est nympha pulchra nōmine Arethūsa.

the other

nymphae et

nymphae et

cēteraet

In Achāia5 Arethūsa et cēteraet nymphae et

5 A part of Greece.


CELERITER CURRIT. ALPHEUS NON DEFESSUS EST ET Celeriter currit. Arethūsa vocat, "DEA, servā me!"

Diāna audit et Arethūsam servat. In fontem a spring

Fōns in Ortygiā Arethūsam nunc est; nympha in Achālā nōn iam est. Diāna Ortygiā amat, quod in Ortygiā fōns est.

Apollo et Diāna et Nymphae

Deus Apollo per silvam errat. Dea Diana quoque per silvam errat. Deus magnum arcum et pharetram pulchram portat. Dea quoque arcum et pharetram portat. Wild animals Ferae in silvā sunt. Ferae sil-

---

Ortygia, a small island off the east coast of Sicily.


Dīāna quoque deōs non amat. Apollō est frater Dīānae. Dīāna fratre amat sed cōteros deōs non amat.
Youths

Iuvenēs Feras Agitant

A youth

Iuvenis in silvā est. Iuvenis est nō-
mine Marcus. Iuvenis est pulcher. Fortis
quoque est iuvenis. Iuvenis fortis per sil-
vam errat et ferae agitat. Tēlum portat.

Multās ferae in silvā videt. Fortis est et
ferae nōn timet. Tēlum in ferae iactet et
multās ferae necet.

Multī iuvenīs per silvam errant.

Javelins

Iuvenīs sunt fortēs. Tēla portant et in
ferae iaciunt. Multās ferae vulnerant, mul-
tās ferae necant. Iuvenēs fortēs ferae nōn
timent.

Iuvenēs cum Marcō in silvā sunt. Frēter
Marcus's

silvam errant. Aper in silvā est.

Aper est magnus. Aper quoque est ferox.

Aper magnus et ferox per silvam errat. Iu-
venes aprum vident et agitant. Aprum
ferocem nōn timent. Aper iuvenēs et tēla
timet. Iuvenēs tēla in aprum iaciunt sēd
aprum nōn vulnerant, nōn necant. Aper per
silvam celeriter currit. Iuvenēs fortēs quo-
quoque celeriter currunt et aprum agitant.
Iuvenēs aprum nōn iam vident. Défessus sunt et prope fontem sub arbores sedent, nōn laeti sed miseri sunt quod aprum nōn necant. leaves

Marcus cēterōs iuvenēs relinquuit, Fontem relinquuit. Défessus nōn est. Sōlus per silvam errat.


Iuvenis aprum mortuum ad cēterōs iuvenēs portat, Iuvenēs magnum aprum mortuum vident et Marcum iuvenem fortēm vocant.

Marcus fortis et cēterī iuvenēs silvam relinquunt. Magnum aprum mortuum portant,

Venus et Adōnīs.

Venus est dea pulchra. Est dea amōris, of love
like
Venēs similis Diānē nōn est. Diāna silvam amat et cum nymphīs per silvam errat. Pha-
mater
dea venus est mater dei cupidinis.  

cupidō est puer, deus amoris. 
mater cupidinis est dea amoris. cupidō similis apollini et diānae est: pharetram et arcum portat.

apotō et diāna sagittās in ferās mittunt.

sed cupidō non in ferās sagittās mittit, sed mortālis (i.e., men) in deōs et deās et mortāles. 

mortāles

dei wounded by the golden arrows.
as sagittās cupidinis, amat; dei et deae et mortāles, vulnerāti cēterās sagittās cupidinis, non amat.

cupidō sagittam in matrem venērem mittit, et māter iuvenem mortālem amat. iuvenis est nōmine adōnis. adōnis nōn est deus, sed mortālis. iuvenis mortālis pulcher et fortis est. adōnis silvam amat. semper per silvam errat et ferās agitat. venus in silvā iuvenem videt et amat. adōnis quoque deam pulchram amat.

7 genitive(possessive) of cupidō. compare amoris above.
Nunc Venus similis Diānae est; per silvam cum iuvene errat et ferās agitat quod iuvenem mortālem amat. Venus ferās ferōcēs nōn agitat sed Adōnis fortis est et ferās ferōcēs agitat.


Dea pulchra nōn iam similis Diānae est; silvam nōn amat, per silvam nōn errat, ferās nōn agitat, quod Adōnis mortuus est. Nunc
sub arbore prope fontem sedet et pulchritudinem servat.

Contest of the discus
Certamen Disci

Hyacinthus est iuvenis. Deus Apollo iuvenem amat et iuvenis deum amat. Deus cum Hyacinthō semper est.

Nunc deus et iuvenis in silvā prope habet
Spartam sunt. Hyacinthus discum habet.

Iuvenis discum iacit et deus discum iacit.

Certamen discī habent. Nunc Apollo discum
air flies
iacit. Discus āēra celeriter volat et
ad terram cadit. Nunc Hyacinthus ad discum
into
CELERITER CURRIT. Terra discum āēra sends back
remittit. Discus iuvenem vulnerat, et
iuvenis gemit et ad terram cadit. Apollo
gemitus Hyacinthī audit et iuvenem vulnerātum videt. Ad Hyacinthum celeriter currit.

Miser est quod iuvenis mortālis vulnerātus est. Apollo Hyacinthum vocat sed Hyacinthus
nōn audit: mortuus est. Sanguinem Hyacinthī
in terrā videt. Deus sanguinem in florēm
Flower
mutat. Flōs quoque hyacinthus nōmine est.

Color florēs est color sanguinis. Florēm
Apollo semper amat.
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rex</td>
<td>King of Calydon</td>
</tr>
<tr>
<td>colit</td>
<td>Rēx Calyōnīs est nōmine Oeneus,</td>
</tr>
<tr>
<td>vrāta</td>
<td>Ćēteros deōs et deās colit sed dean Diānam</td>
</tr>
<tr>
<td>agrōs</td>
<td>non colit. Diānā irāta est quod rēx eam non</td>
</tr>
<tr>
<td>vāstat</td>
<td>colit. In Calydōnem aprum magnum et ferōcem</td>
</tr>
<tr>
<td>convocat</td>
<td>mittit. Aper ferōx per silvam et per agrōs</td>
</tr>
<tr>
<td>conveniunt</td>
<td>destros currit. Agrōs vāstat. Rēx miser est quod</td>
</tr>
<tr>
<td>virgō</td>
<td>aper agrōs Calyōnīs vāstat.</td>
</tr>
<tr>
<td>ea</td>
<td>Nunc Oeneus rēx iuvenēs convocat</td>
</tr>
<tr>
<td></td>
<td>et in silvam mittit. Multi iuvenēs fortēs</td>
</tr>
<tr>
<td></td>
<td>come together</td>
</tr>
<tr>
<td></td>
<td>virgō quoque nōmine Atalantae.</td>
</tr>
<tr>
<td></td>
<td>She</td>
</tr>
<tr>
<td></td>
<td>Ea fērās ferōcēs in silvā agitāt; fērās non</td>
</tr>
<tr>
<td></td>
<td>timeit. Phare tram et arcum portat. Sagittās</td>
</tr>
<tr>
<td></td>
<td>in fērās mittit; multās fērās vulnerat, multās necat.</td>
</tr>
<tr>
<td></td>
<td>Meleager est iuvenis fortis. Pater</td>
</tr>
<tr>
<td></td>
<td>iuvenis est rēx. Atalantam pulchrām in silvā videt et amat.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nunc iuvenēs et Meleager et virgō in</td>
</tr>
<tr>
<td></td>
<td>silvam conveniunt. Iuvenēs tēla habent. Rēx</td>
</tr>
<tr>
<td></td>
<td>says</td>
</tr>
<tr>
<td>dīcit</td>
<td>Oeneus dīcit, &quot;Aper magnus et ferōx per silvam et agrōs currit. Agrōs vāstat. Aprum</td>
</tr>
</tbody>
</table>
tandem

Virgō. Atalanta aprum tandem videt. Ea
at last

nōn timet: sagittās habet, Sagittam in

aprum mittit et aprum vulnerat. Aper est

īrātus et per silvam celeriter currit.

Meleager laetus est quod virgō fortis aprum

vulnerat, sed cōterī iuvenēs miserī sunt, surpasses

quod virgō iuvenēs superat.

Sed ea aprum nōn necat. Meleager tēlum

in aprum ferōcem iacit et aprum necat.

coniūnx

Virgō. Coniūnx Rōgis

Wife

Egeria, Coniūnx Rōgis

of the Romans

bonus

Rōx bonus Rōmaniōs amat. Coniūnx Numae est

wife

nympha pulchra, nōmine Egeria. Rōx coniugem

pulchram amat, et coniūnx rēgem bonum amat.

Rōx et coniūnx laeti sunt, quod amor est

68

8A command given to more than one person.
magnus. Römānī quoque laetī sunt, quod rēgem bonum habent.

Nunc rēx bonus mortuus est. Römānī miserī sunt quod rēx bonus mortuus est. Mag- 
mus est lūctus Rōmānōrum. Coniīnxs rēgis 
urbe est; magnus est lūctus Εγεριαae. Ea 
nōn iam est, quod Numa cum eā in urbe 
nōn iam est. Ea urbe tandem relinquit et 
silvam petit. Sōla per silvam errat 
or 
aut misera sub arbore sedet. Gemit, et 
bīterae nymphae gemitus audiant. Miseram 
overcome, nymphem petunt. Dīcunt, "Lūctum superā."

Multī mortālēs miserī sunt quod pater aut 
māter, consīnx aut frāter mortuus est. Sil-
vam relinque9 et urbe pete,9" 

Sed Εγεριa silvam nōn relinquit, urbe 
nōn petit, lūctum nōn superat. Miserā in 
silvā semper sedet. Dea Diāna eam videt et 
gemitus audit. Diāna misera est quod Εγεριa 
lūctum nōn superat. Nympham in fontem mūtat. 
Fōns prope urbem est.

9 A command in the singular,
for a wife

Alcīdes et Achelōus Dēianīram Coniugem Petunt

In urbe Calydōne est virgō pulchra, nōmine Dēianīra. Pater est Oeneus, rēx
Calydōnis. Frāter est Meleager. Multi iu-
venēs eam pulchritūdine amant et eam
coniugem petunt. Alcīdes, iuvenis fortis,
virginem pulchritūdine amat et eam coniugem
petit. Achelōus quoque eam (coniugem) petit.

Achelōus est deus. Est deus flūminis, Al-
cīdes non deus est sed mortalis.

Achelōus quaque dicit, "Mihi fīliam
give tuam dā." 10

Alcīdes dicit, "Iuppiter, rēx deōrum,
mihi est pater. Fortis sum, Mihi fīliam
tuam dā."

Nunc Achelōus, "Deus sum; Alcīdes mortālis
country est. Flūmen patriae tuae sum; Alcīdes non
est patriae tuae. Mihi fīliam tuam coniugem
dā."

10 A singular command.
Achelōus deus et Alcīdēs mortālis.

Dēianīram coniugem petunt et pater virginis doubtfūl.
dubius est, fight
pugnant

Nunc deus et mortālis pugnant, Alcīdēs nōn superat; Achelōus nōn superat, Alcīdēs

ad terram tandem cadit et Alcīdēs laetus est, snake

capit se mūtāt. Alcīdēs anguem capit et tenet, himself

anguem holds

tenet a bull

taurum

cornua tenet. Juvenis mortālis cornua taurī
capit et taurum ad terram iacit. Alcīdēs

Achelōum superat.

Alcīdēs fortis laetus est quod deum superat. Nunc pater virginis nōn dubius est, to Alcīdēs

Filiam Alcīdae dat. Alcīdēs filiam rēgis coniugem habet. Achelōus miser est quod

iuvenem mortālem nōn superat et virginem coniugem nōn habet.

Carries off

Centaurus Dēianīram Rapit

Nunc Alcīdēs Dēianīram coniugem habet,

Alcīdēs cum coniuge Calydōnem, patriam his own

suam Deianirae, relinquuit et patriam suam petit.


Nunc Alcīdēs Dēianīram videt; Centaurus eam rapit. Centaurus celeriter currit.

11 A Centaur, half man, half horse.


---

12 For meaning see "Egeria, Coniūnx Rēgis."
by the arrow is wounded

Chiron Sagitta Alcidae Vulneratur

lands

Alcides per multas terras errat et
tasks, labors does

labores

multos labores facit. Alcides est
of Chiron

fortis. In terram Chironis tandem pervenit

et Chirona petit, Chiron Centaurus est,

non similis Centaurae Ness est. Chiron

teaches

bonus est. Pueros docet. Nunc Centaurus

docet

Achillea docet. Achillea cum Centaurae bono
taught

et. Centaurus Alciden quoque docuit.

Chiron laetus est quod Alcides in ter-

ram pervenit. Chiron Alcidem fortis amat,

et Alcides Centaurum colit. Centaurus habet.

of a monster

venenum

tas et arcum habet. In sagittis est venenum,

monstri

sanguis monstris ferociis. Alcides mon-

strum ferox necavit. Chiron sagittas tenet.

nullum auxilium

Sagitta cadit et Centaurum vulnerat. Chiron

gemit. Alcides gemitus audit et ad Centaurum

No aid
celeriter currit. Nullum auxilium Centaurae

est. Venenum, sanguis monstris ferociis, Cen-
taurum superat.

Puer Achillea miser est quod Centaurus

sagittae vulneratus est. Puer Centaurae dicit,

\[\text{Chiron: a Greek accusative form.}\]
\[\text{Colit: For meaning see "Diana Aprum in Calydönem Mittit."}\]
"Mē relinquere nōlī, pater!"

Centaurus puerum audit et dīcit, "Mūllum auxilīum mihi est. Lūctum tuum superā."


Atalanta


Multi iuvenēs ad virginem veniunt et qui eam coniugem petunt. Virgō dīcit, "Quī who will surpass cursū mē superābit mē coniugem habēbit.

neque Qui certāmen mēcum (cum mē) habēbit neque16 shall perish me cursū superābit, perībit."

15Relinquere nōlī: do not leave.
tamen

however

Multi tamen eam coniugem petunt.

Cursum cum Atalantae habent. Nihilus iuvenis

tamen eam superat. Multi per amorem Ata-

lantae pulchrae pereunt.

iugiscite

et dicit (Atalantam non videt), "Iuvenes

et pericula

dangers

conjugem per magna pericula petunt?"

ignoscite

et dicit, "Mihi. ignoscite, iuvenis. Virginem

I had seen

gemunt et pereunt.

Virgo iuvenis superat. Iuvenis miser

gemunt et pereunt.

Iam Hippomenes Atalantam amat et eam

coniugem petit. Certamen cum Atalantae petit.

Virgo iuvenem fortem et pulchrum videt et

misera est quod Hippomenes peribit.

Before

ante

prays

Orat, "Venus, mihi auxilium da." Dea iuvenem

tria

three apples

audit et auxilium dat. Dea tria poma

golden

aurea iuveni dat (ceteri non vident);

provolant

start forward

provolant et celeriter currunt. Hippom-

enesis ante Atalantam currit; nunc virgo ante

17 Ne cannot be translated; it is just the sign of a

question.
<table>
<thead>
<tr>
<th>metas</th>
<th>longe</th>
<th>abest</th>
<th>declinat</th>
<th>iterum</th>
</tr>
</thead>
<tbody>
<tr>
<td>iuvenem currit. Hippomenés dēfessus est,</td>
<td>goal far is away</td>
<td>et metas longe abest. Iuvenis aureum pōmum slackens</td>
<td>iacit. Virgō cursum declinat et pōmum capit.</td>
<td></td>
</tr>
<tr>
<td>Nunc Hippomenēs ante virginem currit. Virgō again</td>
<td>celeriter currit et iterum ante iuvenem currit. Hippomenēs pōmum aureum iacit; virgō iterum cursum declinat et pōmum capit; Hippomenēs ante eam currit.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pater Miser**

Chionē est virgō pulchra. Aliās vir·ginēs pulchritūdine superat. Pater virginis

---

18 Compare use of this word in "Alcīdēs et Achelōus Delanīram Coniugem Petunt."
bellum

duo

pōnit

est nōmine Daedaliōn. Daedaliōn est ferōx; war
bellum amat. Multī iuvenēs mortālēs virginem Two

Amor duōrum deōrum tamen virginī auxil-

lum nōn dat. Virgō deam Dīnam nōn colit.

Ea pulchritūdinem suam ante pulchritūdinem

sets

Dīnæ pōnit. Dīna est Irāta quod mortālis herself

virgō ante deam sē pōnit. Dea Irāta

arcum et pharetram capit et in virginem

sagittam mittit. Sagitta per āera celeriter

volat. Virgō vocat, "Dea, mē necāre nōlī!"19

Sed sagitta virginem necat.

Pater virginis, Daedaliōn, miser est quod

Chionē mortua est. Pīliam pulchram nōn iam

habet. Magnus est lūctus Daedaliōnis. Lūc-
tum suum nōn superat. Per terram, taurō

Irātō similis, currit. Sōlus per silvam, a (certain)

per agrōs celeriter currit. Ad quendam

mountain high

montem pervenit. Mōns altus et magnus est.

Death

Daedaliōn montem altum ascendit. Mortem From

ab

petit. Ab monte altō se iacit. Deus

bird

avem

. Apollō patrem miserum in avem mutat. Avis

19 Mē necāre nōlī: do not kill me.
hawk


amicō

Friend
Hisus in Cursu Amīco Auxilium Dat

Greeca

Γραecei urbe Trōiam capiunt. Aenēās;
man Trojan
vir Trōīānus, urbem relinquit. Cum Aenēā,
son
pater, coniūnx et fīlius et mulī virī et
children
fēmina et puér urbem relinquunt. Aenēās
est fīlius deae Veneris. Est bonus vir.

fīlius

Trōīānī per multa maria et multās terrās errant. Aliam urbem petunt. Dea

agīt

Iūnō, coniūnx rēgis deōrum, Trōīānōs nōn drives
amat et per multā maria agīt. Venus
tamen fīlium suum et Trōīānōs amat et
servat.

Nunc Trōīānī in Siciliam perveniunt.

In Siciliā Aenēās bonus magnum lūctum habet:
pater, nominis Anchīsēs, perit. Aenēās et
cēterī Trōīānī miserī sunt quod Anchīsēs mortuus est.

Tandem Trōīānī miserī Siciliam relinquunt. Dea Iūnō Trōīānōs ad Africam agit.

mox

Mox Trōīānī Africam relinquunt: Italiam
petunt. Nunc in Siciliam iterum perveniunt.

In Siciliâ Aeneas patrem mortuum colit,

Trōiānī multa certāmina habent. Pul-
chra sunt praemia. Aeneas praemīa pōnit et

First

virōs ad certāmina convocat. Primum certa-
men est cursus. Multi virī, Trōiānī et

Siculi, ad cursum conveniunt. Nīsus et

Euryalus, Trōiānī, prīmī conveniunt. Nīsus

et Euryalus amīcī sunt. Diōrēs quoque et

Salīus conveniunt et Helymus et Panopēs, duo

iuvenes Siculi. Multi alī quoque conveniunt.

signal

Tandem bonus Aeneas signum dat. Iuvenēs

signum audiunt et prōvolant. Nīsus ante cēt-
erōs iuvenēs celeriter currit. Post

Nīsum currit Salīus. Euryalus, amīcus Nīsī,
post Salīum currit. Post Euryalam Helymus

currit, et post Helynum Diōrēs (currit).

Mox Nīsus prope metām est. Sanguis

in terrā est. Est sanguis tauri. Nīsus

sanguinem nōn videt. In sanguinem currit

et ad terram cadit. Nīsus miser est: nunc

nōn superābit. Sed auxiliam Euryalō amīcō

suō dat. Salīus post Nīsum currit. Salīus

puts in

ad sanguinem pervenit. Nīsus Salio se op-

the way of

ponit, et Salīus quoque ad terram cadit.

20 Prōvolant: for meaning see "Atalanta".
Hunc ISuryalus prīmus currit. Ante cēterōs
volat. Nunc prīmus ad mētam pervenit.
Euryalus, auxiliō amīcī Mīsī, superat. Mox
Helymus ad mētam pervenit et nunc Diōrēs,
horse
equum
Aenēs Euryalō equum pulchrum praeōnium
dat. Helymō pharetram pulchrām et sagittās
helmet
praēnium dat et Diōrī galeam dat. Aenēs
bonus praeōnia Mīsō et Saliō quoque dat.

Perseus Medūsam Necat

horribilis
head
Medūsa est fēmina horribilis. Anguēs21
in capite sunt. Crīnēs in capite nōn sunt,
capite
Hair
sed anguēs horribilēs. Dea Minerva crīnēs
changed
in anguēs mūtāvit. Medūsa virōs et
Medūsa in anguēs mūtāvit. Medūsa virōs et
stone
fēminās et ferās in saxum mūtāvit. Quīcumque
looks at
Whoever
saxum
looks at
immediately
quīcumque
eam spectat saxum statim est. Ea
spectat
immediately
statim
multōs virōs et fēminās et ferās in saxa
mūtāvit.

Perseus est iuvenis fortis. Pater est
deus Iuppiter. Perseus, avi similis, per
terrās celeriter volat. Iuvenis fortis in
as
As
terram Medūsaē pervenit. Ut prope Medūsam

21 For meaning see "Alcīdes et Acheiōs Dēianīram Con-
jugem Petunt."
scutum

Perseus Medūsam non timet; scūtum habet.

Perseus fēminam horribilem non spectat: in reflection
scūtō imaginem Medūssae spectat, Quam ob reason
rem Medūsa Perseum in saxum nōn mūtāt.

Semper Perseus imaginem fēminae in
scūtō spectat. Tandem Medūsa et anguēs
go to sleep
dormiunt. Perseus caput Medūsae celeriter
cuts off
praecīdit. Caput capit et sēcum (= cum sē).

Over
ad aliās terrās portat. Super multās terrās
volat.

Ut Perseus super Africam volat, sanguis
Medūssae ad terram cadit. Terra, ut sanguinem

accipit, in anguēs sanguinem mūtāt. Quam ob
rem multī anguēs in Afrīcā sunt.

Atlas

Perseus Atlantem in Montem Mūtāt

Super multās aliās terrās Perseus, avi
similis, volat. Caput Medūsae secum portat,
of Atlas
Tandem in terram Atlantis pervenit et cēfessus
flies down
ad terram dēvolat,

Atlās rēx terrae est. Atlās est magnus
in size
vir: cēterūs virōs magnitudine superat. In
terra Atlantis est arbor aurea; aurea pōma
propter

Because of oracle

draculum

Because of oracle

habet. Propter draculum Atlās arborem

ōlim

Because of oracle

pulchram servat. Hoc est draculum: "ōlim

erit

Because of oracle

some time

will take of Juppiter will be:

capiet et vir filius Iovis erit."

 EMC

dragon

Quam ob rem magnus dracō arborem semper

servat; dracō non dormit.

Hoc Perseus ad Atlantem venit et

hospitium

dicit, "Ego filius Iovis sum; 23 hospitium

memoriā

petō, 23 Atlas draculum in memorīa tenet et

hospitium non dat.

Perseus Ἰρατός est et cum Atlante pug-

nat. Atlās tamen Perseum magnitudine superat.

Tandem Perseus caput Medūsa capiēt et Atlās

hoc caput spectat. Statim caput Atlantem in

magnum montem mutat. Atlās, nōn iam vir sed

sky

mōns, caelum in capite tenet.

caelum

Perseus dracōnem necat et aurea pōma ab

ālās

arbore capiēt. Alās mox induit 24 et per caelum

ad aliās terrās volat.

22 This word has occurred once before. See the story "Pater Miser".

23 This form occurred in "Alcīdes et Acheλōus Dēiaνīram Coniugem Petunt".

24 This word occurred once before, in "Centaurus Dēianīram Rapit".
Perseus Andromedam Servat

Mox Perseus per caelum ad terram. Per Aethiopum volat, Alis habet. Alis per aera celeriter volat. Ut super terram looks down at

despectat Aethiopum volat, terram despectat. bound

ligatam Virginem ligatam ad saxum videt. Saxum prope mare est, Perseus ad terram statim devolat. is weeping

lacrimat Virgo lacrimat.

quid Iuvenis virginis pulchrae dicit, "Quid What

cur est nomen tuum et nomen terrae? Cur tu ad are you are you weeping

textus sacrificii sacrificio monstrum maris sum. Lacrimo

respondet Virgo lacrimat. Nunc respondet,

"Andromeda, filia regis Gaphet, ego sum.

Terra est Aethiopum. Ego ad hoc saxum ligatam as a sacrifice

sacrificii sacrificio monstrum maris sum. Lacrimo

quod hoc monstrum timeo."

Nunc Perseus et Andromeda monstrum

maris vidant. Pater virginis et mater quoque monstrum vident. Magnum et horribile

est hoc monstrum. Monstrum in mari est. cries out

clamat Virgo misera clamat et gemit. Pater et

mater quoque clamant et gemunt. Filiam tenent, sed auxilium non dant.
lacrimis
opus est

"Non lacrimis, sed auxilio opus est."

Mönstrum non longē abest; Androm-

si

I will save
edam servábo si ea mihi coniúnx erit.

Perseus ego sum; filius Iovis, rēgis deorum.

I have killed
Medūsam horribilem necāvi:
caput
fēminae præcidi, caput mācum portō. At-
lantem in montem mūtāvī. Super multās
I have flown
terrās ālis volāvī. Andromedam coniugem

petō. Eam amō et servābō;"

Pater virginis statim respondet, "Filiam
tibi
tibi dabō si tú eam servabis. Rēgnum
quoque tibi dabō. Mönstrum spectā: non
longē ab saxō abest."

Perseus laetus est. Mönstrum spectat:
iam prope terram est. Virgō iterum clāmat
et pater et māter quoque. Perseus fortis in
āera ālis volat. Super mōnstrum volat.

Sword
Gladium capit. Super mōnstrum volat et
with his sword away from
mōnstrum vulnerat et ab
mōnstrō volat. Mōnstrum cum Perseō pugnat
sed iuvenem nōn vulnerat quod iuvenis ab mōn-
strō volat. Iterum et iterum Perseus mōnstrum
gladiō vulnerat. Tandem mōnstrum necat.

Perseus laetus ad terram dēvolat. Pater
laudant et māter laeti sunt et iuvenem fortēm laudant.
Virgō nōn iam lacrimat, nōn iam clāmat. Saxum
relinquit. Rēx filiām suam coniugam Perseō
dat. Rēgnum quoque dat sed Perseus rēgnum
non accipit.

Perseus virginem coniugem statim accipit.
Feast marriage palace
Convīvium coniugāle in rēgia est. Mūtī
in rēgiā ad convīvium coniugāle conveniunt.

Caput Medūsaei Perseō Auxiliōm Dat

In rēgīa convīvium coniugāle est,
Phīneus, frāter rēgīa, venit in rēgiām; tēlum
portat. Mūtī virī cum Phīneō veniunt; tēla
portant.

Phīneus ōrātus Perseō dīcit, "Virgīnem
betrothed you have seized
spōnasam mihi spōnasam rapuisti. Tū perībis.
Neither nor
neque...neque Neque ālæ tuae neque pāter tuus Iuppiter
raises
s tollit tibi auxiliōm dabit." Dīcit et tēlum tollit,
are
Cāpheus rēx clāmat, "Quid, frāter, facis?
you doing?
Perseus fīliam meam servāvit, Tū
did not
Andromedae ad saxum ligātae auxiliōm nōn
give
ā dedistī. Si Perseus eam ā(− ab) monstrō nōn
had saved would be
servavisset, ea nunc mortua esset. Praemiūnum25
are you seising?
ab iuvene rapis? Si praemiūm tibi

25Ne is merely the sign of a question.
magnum est, cur in saxo non servavit?

Phineus non respondet. Telum tamen in Perseus mittit sed iuvenem non vulnerat;
Perseus telum remittit; Phineus non vulneratus est. Nunc multa tela per regiam volant,

vultus avertite

Perseus clamat, "Amici, vultus avertite."

Dicit et caput Medusae tollit. Multi caput are changed spectant et in saxum mutantur. Amici Persei vultus avertunt: caput non spectant, in saxum non mutantur.


Perseus respondet, "Neque gladius neque telum tue vulnerabit. Tui semper in regia you will be my Cepheus eris et consignx mea imaginem tuam videbit."

Dicit et ante vultus Phinei caput Medusae tollit. Phineus spectat et in saxum mutatur.

26 A form giving a command to two or more persons.
Narcissus et Æcho

hominēs

Est in silvā nympha, Homines eam audiunt sed nōn vident. Nōmen nymphae Æcho

vōx

A voice body

corpus

est. Vōx est; corpus nōn habet.

erat

Ölim Æcho aliis nymphīs similis erat. had

Corpus habēbat et cum aliīs nymphīs per sil-

ubernēbat. Iuppiter, rāx deōrum, multās

nymphās amābat, et Iūno, coniūnx Iovis, in

that she

silvam veniēbat ut deum cum nymphīs pre-

might catch

detained

henderet. Æcho deam morābātur ut nymphae

might flee

perceived

fugerent. Dea Iūno hoc sēnsit; quam ob

words that she

rem Æcho prīma nōn dīcit sed verba audīta

has heard echoes reportat.

reportat

Nunc Æcho corpus habet sed prīma nōn dīcit. In silvā iuvenem pulchrum, nōmine

Narcissum, videt et statim amat. Narcissus cum amīcis per silvam errat et ferās agitat.

Prīma Æcho iuvenī nōn dīcit sed verba iuvenis semper reportat.

egquis

Anyone here

hic

"Ecquis hic est?"

Nymphe respondet, "Est."

come

Puer clāmat, "Venī." 27

27 A singular command.
Nympha respondet, "Veni."

Iuvenis clāmat, "Cūr mē fugis?" Et

nympha verba reportat.

conveniāmus

Narcissus clāmat, "Conveniāmus."

ē

Nympha laeta respondet "Conveniāmus," et ē

silvā ad puerum venit; Iuvenis nympha

fugit.

Nympha misera in silvā errat et hōminēs

remains

fugit. Amor iuvenis manet. Propter28

amōrem corpus perit: vox sōla manet.

Nunc in silvā errat; hōminēs eam nōn

vident sed audiunt. Prīma Ēchō nōn dīcit;

vēra aūdīta semper reportat. Vōx sōla est.

Narcissus Suam Imaginem Amat

was

Narcissus erat iuvenis pulcher. Māter

erat nympha, et pāter erat deus flūminis.

eum

Multī iuvenēs eum amābant, multas virginēs

eum amābant. Narcissus tamen nūllōs iuvenēs,
nūllās virginēs amābat. Per silvam errābat,
et fērās agitābat. Virginēs fugiēbat.

Fōns erat in silvā. Ōlim prope fontem

28For meaning see "Perseus Atlantem in Montem Mtat."
Narcissus sedebat. Defessus cursum erat. Ut in fonte bibebat, in fonte imaginem suam videbat et statim amabat.

Imaginem pulchram spectabat. Suosa crines pulcrros, suosa vultus pulcrros spectabat et kisses sccum laudabat. 29 Imagini suae oscula dabat.

Semper iuvenis imaginem spectat: non food cibum dormit, cibum non capitis, non bibit. Iuvenis miser clamat: "Cur me semper fugis? Pulcher sum; nymphae multae me amant. Tu me amare seem vidiris: ut oscula tibi dò, tue mihi oscula to give dare vidiris. Ut ego lacrimo, tu quoque lacrimare vidiris. Ut ego tibi dicò, tu dicere vidiris; verba tua tamen non audio.

Ego sum sans! 30 Ego sum imago. Me amo.

Propter amorem peribò; mortem non fugio. peace

Thus Mors quietem dabit:"


29 For this word see the story "Perseus Andromedam Servat."

30 For this word see the story "Narcissus et Echò."
for a long time

manet et imaginem spectat et saecum laudat.

Nnon dormit, cibum non capit, non bibit. Per
amorem nunc perit et corpus prope fontem est.

Nymphae silvae propter mortem fratri miserae
sunt. Echô quoque misera est. Iam corpus
juvenis prope fontem non est; in florem
mitatûr. Semper flôs imaginem suam in fonte
spectat.

dē 

About Midas Gift Bad
mûnere
Midas, rex Phrygum, quendam31
malo
of the Phrygians

virum nomine Silênum in regiam suam accipit.
old man dear to Bacchus

Silênus est senex. Senex carus Bacchô

wine has drunk

est. Senex multum vinum bibit et ab
has wandered.

Bacchô erravit ut errabat, in regiam
arrived

Midae pervenit. Bacchus miser est quod senex
abest. Midas Silênô cibum dat, et senem ad

takes back

reducit Bacchum reducit. Bacchus nunc laetus est.

Gift

Deus Midae dicit, "Mûnus tibi dabô.

Quid petis?"

Midas respondet, "Hoc mûnus mihi dâ,

31For meaning see "Centaurus Deianîram Rapit."
Bacchus miser est quod rēx malum mūnus petit; hoc mūnus tamen dat.

Midas laetus rēgiam suam petit. Per way many things viam multa tangit; multa in aurum mūtat. Arborem tangit; statim rēx arborem auream videt. Saxum tollit; saxum quoque in aurum mūtātur. Pōnum ab arbore capit; aureum statim est pōnum.

Ut rēx in rēgiam pervēnit, cibum capere he wants Much vult. Multus cibus ante rēgem pōnitur.

Ut Midas cibum...tangit, cibus in aurum mūtātur to men vinum, hominibus mūnus Bacchī, bibere vult; ut vinum tangit, vinum statim in aurum mūtātur.

Nunc Midas propter malum mūnus miser...prays est. Aurum nōn iam amat. Rēx Bacchum ōrat,

"Ō Bacche, mihi auxilium dā. Malum est hoc take away mūnus. Hoc mūnus tolle."

Quod Midas deō cārus est, Bacchus verba rēgis miserī audit, et mūnus tollere vult. That

Sic Bacchus Midae dīcit, "Ut hoc mūnus may be taken away source tollāturī flūmen Pactōlum et ortum bathes lavā flūminis pete. In fonte corpus tuum lavā

Quam ob rem arcanae fluminis Pactoli aureae sunt.

FAN et SYRINX

Nympha pulchra nomine Syrinx silvæ dwells in Arcadiae habitat. Multi viri nympham amant et eam coniugem petunt, sed ea virös fugit.

Diänem deam et silvæ amat. Syrinx, Diänae similis, arcum et sagittas portat et phare-tram habet. Si arcus nymphae corneus were non esset et arcus Diänæ aureus non esset, all, everyone would think omnès cræderent Syringem Diänam was to be esse. Multi tamen crædunt eam Diänam esse.

Syrinx per montès et silvæ errat er feräs agitat.

Ut nympha per silvam errat, FAN, deus silvae, eam videt et statim amat. Ut deus nympham pulchram spectat, amor eum superat. FAN amorem suum nymphae dicit, sed Syrinx eum fugit. Per silvam nympha celeriter cur-
rit, et Pān quoque currit. Nympha cursū
ad flūmen Lādōnem pervenit: flūmen cursum
impedit. Nympha nymphaēs flūminis vocat et
dīcit, "Servāte mē. In aliam fōrmam mē mūt-
ate,"

prehēnsam
prō
calamōs
tenet
possum
ordine
iungit
Frogs

Lātōna Mortālēs in Rānās Mūtāt

Latōna, mater Apollinis et Dīānæ,
Lūnām fugit. Lūnā est coniūnx Iovis.
Lūnā Lātōnam nōn amat; quod Lātōna Iovī cārā
est. Iuppiter pater Apollinis et Dīānæ est.

parvōs
liberōs

small children

Per multās terrās Lātōna parvōs liberōs
portat et coniugem Īrātam Iovis fugit.

Tandem fēmina cum liberīs in terram.

Ut Pān crēdit nympham prehēnsam esse,
reeds holds
prō corpore nymphae calamōs tenet. Ut deus
gemīt, calamī quoque gemunt. Deus gemitum
amet et dīcit, "Si nympham habōre nōn pos-
sum, calamī mēcum semper manēbunt.

Sīc deus dīcit. Calamōs in ordine pōnit et
fastens together
Pān in silvis calamīs gemī-
um facit et in memoriā nympham pulchram tenet.

Rānās
Lyciam pervenit; dēfessa bibere et cibum lake
lacum agricolae capere vult. Parvum lacum videt; prope
labōrant lacum agricolae labōrant. Māter ad lacum
pervenit, parvōs līberōs in terrā pōnit, et in terrā sē pōnit ut ē lacū bibat. Agricolae
permittunt eam bibere nōn permittunt.
aquam Latōna sīc dīcit; "Cūr aquam mihi nōn
pūblicā you (plural) give dātis? Aqua pūblicā est. Peṭō that you give ut hoc mūnus (that is, aquam) mihi dētis.
non want
nōlō In lacū corpus meum lavāre nōlō,
move sed bibere. Parvī līberī mel quoque aquam
movent petunt."

Sed verba Latōnae agricolās malōs nōn move
movent: aquam nōn dant et verba Irāta dīcunt.
etiam Even stir up muddy
turbant Etiam aquam turbant et aqua līmosa est.
līmosa Latōna ab agricolās aquam nōn iam petit;
Irāta est.

Tandem fēmina ōrat, "In hōc lacū semper may you live
vīvātis!" Verba Latōnae Iovem movent.
sonum Quam ob rem agricolae in lacū vīvunt. In hoarse
raucum lacū nant; in ripā sedent. Sonum rauicum
dant. Rānae sunt.
Aenēās Turium Superat

captured

Græci urbem Trōian caperunt, et
captured

fled from

Aenēās urbem fugit. Cum Aenēā consūnx
left

et parvus filius et pater senex et multi

virī Trōiānī et fēminae urbem reliquerunt:

Comīnx Aenēac nōmine Creusa, ut urbem re-
was killed

by

linquēbat, a Græcis necāta est.

Trōiānī per omnīa marīa et per omnēs

terrās errāverunt. Dea Iūno Trōiānōs miserōs

drove

per omnīa marīa et per omnēs terrās ēgit.

Venüs tamen, māter Aenēae, filium suum et

loved

Trōiānōs amāvit et servāvit.

new

novam

Aenēās novam urbem petit. In Italīā

novam urbem petit. In Italīā est rēx nōmine

Latīnus. Latīnus filiam suam nōmine

of the

Laviniam coniugem Aenēae dat. Rēx Rutulōrum

Rutuli

tamen, nōmine Turnus, cum Trōiānīa

wages

bellum gerit. Turnus īrātus est quod

Latīnus filiam suam Aenēae dat. Filia

betrothed

Latīnī Turnō spōnsa erat.

Quam ob rem Rutulī cum Trōiānīa

bellum gerunt. Diu

bellum gerunt.


32 For this word see the story "Narcissus Suam Imaginem Amat."
Neque 33 Rutulī neque 33 Trōīānī superant. Multi
Trōīānī et Rutulī vulnerantur, multi necantur.

Et iam Turnus nāvēs Trōīānōrum
sets on fire

incendit.

Dea Cybelē ab caelo nāvēs

wishes

videt. Nāvēs servāre cupit. Dea nāvēs sub

aquam mittit. Statim nāvēs in nymphaēs

mutantur. Nymphae perīcula 34 maris in

memoriā tenent et auxilium nāvibus dant.

Nāvibus Graecōrum, tamen, auxilium nōn dant:

urbeb Trōīam in memoriā tenent. Sub aquis

nymphae vivunt.

Turnus tamen bellum nōn relinquuit.

Diū Rutulī et Trōīānī bellum gerunt. Neque

Turnus neque Aeneās superat. Tandem Aeneās

Turnum superat, et Turnus cadit. Urbs quoque,

nōmine Ardea, cadit. Trōīānī urbem vāstant

et incendunt. Ex urbe vāstāta 35 nōva avis

subvolat

subvolat. Nomen urbīs in ave manet. Avis

a heron

ardea

est nōmine ardea.

33 For this word see the story "Caput Medūsae Perseō
Auxilium Dat."

34 For this word see the story "Atalanta."

35 Ex urbe vāstāta: out of the ruined city, or out of
the ruins of the city.
Mater Filium Suum in Mortem Mittit

Genens, Rex Calydônis, ceteros deós et honored deós coluit, sed deam Dianam non coluit.


Nunc aper mortuus est. Corpus magnum (apōf) in terrā est. Omnēs iuvenēs et virgō quoque corpus spectant. Sīc Meleager Atalantae dīcit: "Tū, virgō fortis, hoc praemium (i.e., aprum) cape. Tū aprum vulnerāvisti, ego nescavi. Praemium meum cape!"

Sīc dīcit et virgīni aprum dat. Virgō laeta
naprum accipit. Allī tamen virginem prae-
do not wish
mium accipere nolunt. Ἰῥατὶ sunt.

Duo frātrēs, Flexippus et Toxeus, filī
soror
Thestīi, (soror est Althaea, māter Meleagrī)
clāmant: "Praemium accipere nōlī.\textsuperscript{36} Virī,
nōn virginēs, praemia accipiant!"\textsuperscript{37} Sic
dicunt et præmium ā virgine rapiunt.

Meleager Īrātus est quod duo virī præ-
mium ā virgine rapiūrunt. Statim gladium
capit et Flexippum necat. Ut frāter Flexippī,
capit et Flexippum necat. Ut frāter Flexippī,
both to svenge
Toxeus, dubius est (et frātem suum ulcīscī
cupit et Meleagrum timet), Meleager tēlum iacit
cupit et Meleagrum timet), Meleager tēlum iacit
et Toxeā necat.

Althaea, māter Meleagrī et soror Flexippī
et Toxeī, audit filīum suum aprum necāvisse.\textsuperscript{38}
Laeta est. Iam audit Meleagrum frātrēs suōs
necāvisse. Et misera et Īrāta est. Frātrēs
suōs ulcīscī cupit.

\textsuperscript{36}For nōlī see the story "Chiron Sagittā Alcīdae
\textsuperscript{37}Virī accipiant: let men receive.
\textsuperscript{38}audit...necāvisse: hears that her son has killed
\textsuperscript{39}Three old women represented as spinning the thread
the boar.
of each man’s life.
"Puer, tibi et rāmō eadem tempora we give had_left damus," Ut Parcae mātrem et puerum relique-
 rant, mater rāmum ab ignī rapuit et in
quam posuit. Māter rāmum diū servāvit et
filium quoque.

Nunc māter rāmum capit et ignem incendit.

Iam misera est, iam ērāta. Iam lacrimat, iam
nōn lacrimat: ērāta frātrēs suōs ulciscī
(cupit) et filium suum in mortem mittere cupit.

Sic dubia est. Nunc dīcit: "Ego malum
faciō. Ego meum filium in mortem mittō. Sed
filius meus frātrēs meōs necāvit. Ego sōla can
frātrēs meōs ulciscī possum. Parcae filīō
meō et rāmō eadem tempora dedūrunt. Ego
rāmum ab ignī rapuī, diū servāvi et filium
quoque. Hoc malum facere volō; tamen nōn
shall I do possum. Quid faciam? Nunc frātrēs meōs
mortuōs videō, nunc filium meum cārum (videō).

Frātrēs meī mortuī, superābitis.

to die Et ego quoque morī volō."

Sic māter dīcit. Vultūs avertit et
rāmum in ignem iacit. Rāmus uritur et
corpus Meleagrī quoque. Meleager gemit.

Patrem senem, frātrēs, sorōrēs, coniugem
vocat et matrem quoque. Meleager auxilium non dant, et mox Meleager mortuus est.


to the enemy betrays

Filiae Regis Patriae Suam Hostibus Trādit

hostibus

trādit

Mīnōs, rex Crētae, cum Nīsō, rege Megarae, urbī Graeciae, bellum gerit. Propē urbem Megaram Mīnōs manet et urbem capere cupit. Nīsus, rex Megarae, urbem tenet. purple lock of hair Nīsus senex purpureum crīnem in capite habet. Si purpureus crīnis a capite rēgis should be taken would fall senis rapidūr, rēgnum cadat.

Quam ob rem Nīsus purpureum crīnem servat.

Mīnōs et Nīsus bellum diū gerunt.

Nīsus urbem tenet et Mīnōs urbem capere non

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40 For meaning see "Pān et Syrīnx."
41 For this word see the story "Narcissus Suam Imaginem Amat."
potest
can
potest. Minōs prope urbe diū manet.

Rōx Nīsus filīam pulchram nōmine

potest. Minōs prope urbe diū manet.

Rōx Nīsus filīam pulchram nōmine

habet. Ea cum patre in urbe vivit

fācem Scyllam habet. Ea cum patre in urbe vivit

 Often

saepe

Certāmina bellī spectāre amat. Saepe filīa

tower

et vultūs hostium nōvit.

of the leader

turrem

Nīsi turrem ascendit ut certāmina spectet.

of the enemy she came to know

hostium

of the leader

nōvit

nōvit.

ducis

Et ante aliōs vultūs ducis nōvit.

Virgō in turri saepe sedet et ducem hostium

spectat. Ducem hostium amat. Pulchritūdinem
courage

camp

virtūtem

et virtūtem ducis sēcum laudat. Magna est

to be

virīus ducis. Virgō cum duce hostium esse

castra

turri spectat, secum diēt. Hae castra

cupit. Urbem relinquere et castra hostium

petere cupit.

Et ea ut in turri sedet et castra

hostium spectat, sēcum dīcit, "Hoc bellum

amō neque mais. Misera sum quod Minōs mihi

hostis est; laeta quod per bellum hostium

ducem pulchrum et fortēm nōvit. Urbem relinqu-

iūsta

quere et castra hostium petere cupiō. Fortēs

causa

just cause

sunt hostēs et iūsta est causa belli. Hostēs

will win

superābunt, crōdō. Hostēs, si superābunt,

gates will open

portās urbis aperient. Cūr non ego portās

aperiam? Sanguis non erit: nulla

portās

aperient

sagitta, nullum tēlum rēgem cărum vulnerābit.

42Neque amō: et non amō.
will open

Egō portās aperiam et patriam meam hostibus tradam. Ego meum pātrems sōlum timeō. Si tamen purpureus crīnis ā capite patris rapietur, rēgnum cadelit."

Night


Virgō rēgī hostium dīcit, "Per amōrem I have climbed ad tē veniō. Ego turrem saepe ascendī et tē spectāvī et virtūtem tuam mēcum laudāvī. Ego Scylla sum, filia rēgis Nīsī. Tībi patriam meam tradō. Ego purpureum crīinem will take patris meī praecidī. Tū urbem capiēs. Purpureum crīinem cape. Tē sōlum praemium petō."

Rēx tamen hoc mūnus nōn accipit. cruel

Respondet, "Virgō crūdēlis, mūnus nōn accipiō. Patria mea Crēta tē nōn accipiet."

Rēgnum Nīsī tamen cadit. Mīnōs urbem capit. Nunc Mīnōs urbem relinquit: Crētam,

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43 For this word see the story "Perseus Medūsam Necat."
patriam suam, petit. Scylla urbem relinquere et Crētam petere cupit, Virgō rēgem ārat;
Mīnōs tamen verba virginis nōn audīt. Rēx
eam sōlam prope mare relinquuit. Ea nāvēs
spectat.

Irāta (virgō) clamat: "Vir crūdēlis,
cūr mē fugis? Ego amōrem meum ante patriamm
et patrem posuī. Nōnne et mūnus
tē movent? Nūlla terra mē accipiet: patria
was defeated; 45 aliae terrae
mē timent. Verbane mea ad tē perveniunt?
Nāvēs ā terrā longē absunt: vir crūdēlis mē
et terram nunc vidēre nōn potest; mē tamen
you shall leave I will follow
nōn relinquēs: ego tē sequar!"

Sīc ea dīcit et in mare sē iacit. Nat
she follows
et nāvēs sequitur. Nunc ad nāvem pervenit
et nāvem tenet;
has been changed
Pater Scyllae in avem mūtātus
est. Per āera volat et filīam videt. Fīliam
ulcīscī vult. Virgō avem crūdēlem videt et
timet. Ut avis prope eam volat, ea nāvem
lets go
dīmittit. Sed in aquam nōn cadit: āer eam

44 Nōnne...movent: don't my love and gift move you?
45 Superata est: compare necata est in the story
"Aeneas Turrnurn Superat."
tollit. Ea quoque in avem mūtāta est.

Rōmen āvis est Čiris.

Rome

Venus Rōmam Servat

The Sabines
Sabīnī. urbem Rōmam capere volunt.

Prope Rōmam sunt. Nox est. Omnēs Rōmānī
dormiunt.

Rex Rōmānōrum portās urbīs clauiserat,

Iūnō, tamen, dea crūdēlis, portās aperuerat,

ut Sabīnī urbem caperent. Dea Venus sōla

sēnsit. Iūnōnem portās aperisse. Ea

Rōmam servāre vult: Rōmānōs amat. Venus

to close it is permitted

portās claudere cupid; nōn tamen licet:

acts undone to render

deīs facta deōrum infecta reddere non

licet.

Est in urbe fōns. Aquās gelidās habet.

Venus à nymphīs fontis auxilium petit.

Nymphae auxilium dare volunt. Quam ab rem

aquaē fontis nōn iam gelidēae sunt sed

hot

calidae

Fōns cum aquīs calidīs ad portās

flows

urbiā fluit. Iam nulla via Sabīnīs per

46 For this word see the story "Narcissus et Échō."
47 Infecta reddere: to undo.
48 For this word see the story "Dē Midā et Mūnerē Malō."
open

**apertäs**

portäs apertäs est: fŏns calidus sē oppŏnit.⁴⁹

Sīc Vĕnus urbem căram servat,

**Achillēs cum Cygnō Pugnāt**

**Trōiānī cum Graecīs diū pugnābant,**

Prope urbem Trōiām Graecīs manēbant, urbem
capere cupiēbant. Trōiānī magnā cum virtūte
(z cum magnā virtūte) pugnābant, Graecī
quoque magnā cum virtūte pugnābant,

This **Haec est causā bellī.** Unus e filīīs

rēgis Trōiānī, nōmine. Paris, Helenam, fēminam
very beautiful, most beautiful
pulcherrīmam,* in Trōiam
rapuerat.⁵² Ea omnēs fēminās pulchritūdīne
superēbat. Coniūnx Menēlāī, rēgis Spartae,
erat. Menēlāus ut sēnsit Parīdem coniugem
suam rapuisset, irātus erat. Aliōs ducōs
Graecōs convocāvit. Cum multīs aliīs ducibus
Graecīs Graeciam reliquit et Trōiām petīvit.
Helenam pulcherrīmam ā Trōiānīs rapere cupiē-
bat; Troiani tamēn fēminam pulcherrīmam

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⁴⁹See "Nīsus. in Curtī Amicō Auxiliōm Dat."

⁵⁰For this word see the story "Narcissus Suam Imāg-

⁵¹See "Fīlia Regis Patriam Suam Hostibus Trādīt."

⁵²For the form compare clauserat and rapuerat in
"Venus Rōmanam Servat."
reddere 

Menelâs reddere nôn cupiēbant, quàm ob rem Graecī cum Trŏianīs bellum diū gerēbant.
Nunc Graecī cum Trŏianīs bellum gerunt.

Græcus Achillēs magna cum virtūte pugnat,
strength

vī

virtūte et vī superat. Multōs Trŏianōs fortēs
had sent battle

proelium

in mortem miserat. Nunc proelium est.

Achillēs cum Trŏianō Hectore aut cum Cygnō
pugnāre cupid. Hectorem videōre nôn potest;

currum

Cygnōm tamen videt. Currum in hostem (that drives

dīrigit

is, Cygnōm) dīrigit. Tēlum in hostem iacit.

percūsit

percūsit. Cygnōm neque gemit neque ad terram cadit. Clāmat: "Novus vir mē vulnerāre potest. Fīlius Neptūnī, rēgis maris, sum!"

Nunc Cygnōs in Achillēs tēlum mittit,

sed nôn vulnerat. Iterum Achillēs tēlum in

Cygnōm iacit, iterum nôn vulnerat. Achillēs

Irātus est quod Cygnōm vulnerāre nôn potest.

Strength

Clāmat: "Vīres in mē sunt. Multōs virōs

fortēs vulnerāvī, multōs necāvī. Cūr Cygnō

sōlum vulnerāre nôn possum? Vīrēsne mē

53 sunt here means is because vīrēs in Latin is plural, although it is rendered in English by a singular.
vulnera
extrahit

Sic dicit et tēlum in Menoetēn Trōiānum
iacit. Menoetēn percutit et necat. Currum
wound
suum iam reliquit. Achillēs ut ē vulnere
draws out
calidō tēlum extrahit, dīcit: "Virēs mē nōn
reliquērunt. Magnae sunt virēs. Ego alīud
tēlum in Cygnum mittam."54 Iterum tēlum in
Cygnum magnā vi iacit. Tēlum Cygnum percutit
et ad terram cadit. Sanguis in corpore Cygni
est. Achillēs crēdit sē hostem vulnerāvīisse.
Sanguis tamen est ē vulnere Menoetae. Cygnus
nōn vulnerātus est.

Nunc Achillēs gladium capit. Gladiō
cum Cygnō pugnat. Hostem iterum et iterum

vincula
iugulum
premit

plādō percutit sed nōn vulnerat. Achillēs
thongs of the helmet
nunc vincula galeae Cygni capet et
throat chokes
vinculis iugulum premitt. Magnā vi iugulum

premit. Nunc Achillēs Cygnum nōn videt.
Arms
Arma sōla videt. Cygnus arma reliquērēt

Deus maris (pater Cygni) corpus in avem
a swan
mātāverat. Avis est nōmine cygnus.

54 For the form compare the second aperiam and tradam
in "Fīlia Rēgis Patriam Suam Hostibus Tradit."
Hecuba in Canem Mitatur

Hecuba had captured some others. Among these among these.

Troiani ex urbe fugerant, aliís (Troianis)

Among these

rēgis Troiani, Nōmine erat Hecuba. Graeci

et fēminis Graeci Troiam relinquunt. Fēminaes

weeping lacrimant et terrae ocula dant. Miserae

sunt quod patriam suam relinquunt. Hecuba
cōnscendit lacrimāns quoque nāvem cōnscendit.

going to (seeking)

Nunc Graeci, patriam petentēs, of the Thracians
in terram Thrācum perveniunt. Rōx

terrae est nōmine Polymnēstor. Priamus ānum

Ā filīīs suīs Pōlydōrum ad Polynēstorem

miserat, et cum puerō aurum. Rōx malus

dēsiring Thrācum, aurum cūpiēns, Pōlydōrum gladiō

necāverat et corpus in mare miserat. this

Ut Graeci in hāc terrā sunt, Achillēs demands

cōscit mortuus poscit ut Polyxena, filiā Hecubae, be killed

ante sepulcrum suum necētur. Quam ab rem

Graeci virginem a matre rapiunt. Ea (virgō)
magnā cum virtūte mortem petit. Troianae

Nunc hostēs mē in Graeciam rapiunt. Ego, slave (I) shall be coniūnxs rēgis, serva erō. Cūr nōn (I) die ego quoque morīor? Priamus mortuus est. Laetus tamen est: tē mortuam, filīa mea, nōn videt. Ŭnum levāmen tamen manet: Polydōrus, fīlius meus. Ŭnus fīlius vivīvit! Rēgī huius terrae datus est."

Sīc māter dīcit et mare petit ut corpus shore filīae aquā lavet. Ut in lītus pervenit, corpus Polydōrī videt. Aquae corpus in lītus mīserant. Trōiēnæ clāmant. Māter tamen
clāmāre nōn potest: lūctus eam superat.

Nunc Īrāta est. Fīlium ulōisci cupid.

Polymnstorem, rēgem huius terrae, petit, follow
Cētērae Trōiānāe eam sequuntur. Hecuba with her fingers eyes
digits
ēminās vocat. Ea digitōs suīs oculōs
capit
ēgis effodit. Thrācēs tūla et saxa in

Hecubam et Trōiānās iaciunt. Nunc Hecuba, she barks
lātrat dīcere cupiēns, dīcere nōn potest: lātrat.
misfortunēs

in canem mūtāta est. Ea, mala sua in
memoria tenēns, in hāc terrā manet.

Mala multa et magna huius fēminae
miserae et Trōiānās et Graecōs et deōs quoque
movērunt. Graeci tamēn eam in Graeciam nōn
rapuērunt. Ea, coniūnx rēgis, servā nōn erat.

Fleece

Iāsōn Vellus Aureum Capit

Iāsōn, vellus aureum petēns, cum virīs Colchis
multīs et fortibus per mare ad Colchidem
viam capit. In Colchidem nunc pervenit;
rēgem huius terrae petit et vellus aureum pos-
compels cit. Hēx cōgit Iāsonem multōs labōrēs

facere ut vellus aureum accipiat.

55 For the meaning of this word review the story
"Atalanta."
56This word occurred in "Hecuba in Canem Mūtātur."
57This word occurred in "Chīrōn Sagittā Alcīdāe Vul-
nerātur."
Ut Iāsōn in rēgiā est, filiā rēgis
nōmine Mēdēa iuvenem pulcherrīmum videt et
statim amat. Ea amōrem superāre nōn potest.
Hunc
Sēcum dīcit: "Hunc amōrem superāre nōn pos-
sum. Causa huius amōris est deus."  This
Hic
juvenis vellus aureum capere cupidit. Pater
dangerous
meus cōgit eum labōrēs perīculosōs facere
that (lest)
ne
ut vellus aureum capiat. Timeō nē
pereat. Ķur tīmeō? Hostis est. Egōne, filiā
rēgis, hostem amō? Haec terrā quoque mihi
what (that which) I may love
quod
dare potest quod amem.
Whether or
Utrum vivat an pereat in dēī est. Eum
Unless
nisi
tamen vīvere cupidō. Nisi Iāsōnī auxilium
dabō, per hōs labōrēs perīculosōs perībit.
return
redībit
Si eum servābō, redībitne in patriam suam et
mē relinquent? Ego cum Iāsōne hanc terram
(I) will leave pledge I will compel
relinquam; eum fidēm dare cōgām.
fidēm
Conīnx Iāsonis erō. Ķur dūbia sum? Egōne
patrem, parvum frātrim, sorōrem, deōs, et
stern
dārūs.
patriam relinquam? Pater meus est dārūs;
frāter est puer; frāter sorōrī suae cārūs est;
barbarus
barbara
magnus deus in mē est; haec terrā est barbarā.
SI hanc terram cum Iāsone relinquam, magnās

58 For meaning see "Achillēs cum Cygnō Pugnāt."
59 The god of love, Cupid.
urbēs vidēbō et virum mihi cārum habēbō. 
great things  
Nōn magna reliquam; magna petam. 

Nōnne 60 pericula 61 maris timeō? Iāsonem 
tenēns, nūllum periculum timeōbō. Sed malum 
est; hoc malum fuge, Mēēa."

almost 
Sīc Mēēa amōrem paene superat. Sil-
vam petit, in sīlvā Iāsonem videt, et amor 
comes back 
statim revenit. Ea vultūs pulcherrimōs 
virī diū spectat et sēcum laudat. Iāsōn ā 
virgine auxilium poscit et fidem dat: si ea 
as a husband 
auxilium dabit, sē coniugem virgini. 
dabit. Mēēa laeta est. Lacrimāns respondet, 

"Ego tē servābō. Tū fidem servā." Nunc ea 
herbs magic 
juvenī herbās magicās dat. 

magicās

The next day 
plain 
Posterī diē multī ad campum conveniunt 

posterī diē 
campum 

ut Iāsonem labōrēs periculōsōs facere 
is present 
spectent. Rēx quoque adest. Iāsōn adest. 

Rēx cupid Iāsonem labōrēs nunc facere 
breathing out 

efflantēs 

Primum ferōcēs taurī ignem efflantēs 
per campum celeriter currunt. Iāson nōn 
timēns ad taurōs viam capit. Ignēs taurōrum 
harm 

nocent 

virō nōn nocent (herbās magicās habet). 

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60 See use of this word in "Fīlia Rūgis Patriam Suam Hostibus Trādīt."

61 For this word see the story "Atalanta."
iugum yoke
impōnit Iăsōn iugum in taurōs impōnit et taurōs
to plow campum arāre cogit. Amīci Iăsonis: laetī
arāre clāmant. Rēx Irātus est quod Iăsōn nōn
perit. Omnēs mirantur.

mirantur teeth

dentēs Nunc Iăsōn dentēs anguis capit et in
armed
terram impōnit. Ė dentibus virī armātī
spring up (are born) statim nāscuntur.

armātī Tēla habent,

parant Amīci Iăsonis, virōs armātōs videntēs,

parent timent. Virī armātī tēla in Iăsonem iacere
prepare parent. Amīci Iăsonis timent nē pereat

dentibus terrēs iacit, et virī inter se
pugnant. Mox omnēs hostēs pereunt. Et
Colchī et amīci Iăsonis mirantur. Mēdēa
laeta est quod iuvenis cārus non perit.

Nunc Iăsōn vellus aureum capere cupit.
Dracō tamen aureum vellus servat. Nōn dormit.
Iăsōn tamen herbās magicās in dracōnem impōnit,
et statim dracō dormit. Iăsōn laetus
vellus aureum capít.

Sīc, auxiliō Mēdēae, Iăsōn labōrēs
periculōsōs facit. Nunc cum Mēdēa coniuge
Colchidem relinquuit et patriam suam petit.

62 This word occurred in "Perseus Atlantem in Montem Mātāt."
Médēa Senem in Juvenem Mutat


These Haec verba Médēam movēnt. Respondet: to anyone "Nōn cuiquam annōs tuōs dare possum, greater than what (that which) Mūnus tamen maius quam quod by skill petis tibi dabō. Arte meā, nōn annīs shall make tuīs, patrem tuum iuvenem faciam, si dea Hecatē mihi auxilium dabit."

Ut nox venit, Médēa sōla silvam petit.

Ceterī dormiunt, Nullus sonus est. Ea

63 For meaning see "Pān et Syrinx."
orat: "ō Hecatē, sī tibi cāra sum, nunc
mihi auxilium dā. Per tē magnās vīrēs habeō.
their
Per tē ego flūmina ortūs suōs repetere
cōgō, silvās et montēs movēō. Taurī ignēs
efflantēs Iāsonī meō nōn nocuērunt. Iāson
iugum in hōs (taurōs) imposuit et hōs terram
compelled
arāre coēgit Virī armātī, dentibus
born
anguis nātī, Iāsonī nōn nocuērunt: inter sē
pugnāvērunt. Dracō vellum aureum servāns
which
dormīvit. Nunc herbās mihi dā quae senem
iuvenem faciant."

Sīc Mēdēa orat et Hecatē currum 64dā

dēmittit caelō dēmittit. Mēdēa sentit deam verba
sua audīvīssē. Currum ascendit et per cælum
per multās terrās rapitur. Herbās in terrīs
that please her she plucks
videt; herbās placitās legit.

Nunc, multās herbās magicās habēns, in
urbem redit. Omnēs deōs oclit. Rōgem mor-
that not
tuōrum orat nē senem rapiat. Ut deōs
grāvit, poscit ut corpus senis ad sē in sil-
vam portētur. Senex, mortuō similis, in
lies
iacet terrā iacet.

64 For meaning see "De Mīdā et Mūnēre Malō."
65 For meaning see the story "Achillēs cum Cygnō Pugnat."

Mēdēa Mala Peliam Senem Necat

of Pelias

Mox Mēdēa ad rēgnum Peliae viam capit. Pelias senex est. Fīliae Peliae in rēgiam Mēdēam accipiunt. Mēdēa virginibus was dīcit Aesonem senem arte suā iuvenem factum made esse. Virginēs artēm fēminaē mirantur et give eam ōrant ut annōs Peliae senī det.

Mēdēa diū dubia est; tandem auxilium promises pollicētur. Sic dīcit, "Ut fidēs artis there may be ram lamb meae sit, aristem senem in agnum mūtābō."

Ariēs senex ad Mēdēam portātur. Ut

66 For meaning see "Achillēs cum Cygnō Pugnat."
fīliae rēgis spectant, Mēdēa herbās magicās
in aēnum impōnit. Ut herbae fervent,
iugulum arietis secat et corpus in aēnum
bleating
impōnit. Nunc bālātus ex aēnō auditur et
jumps out.
statim exsīlit magnus.

Fīliae Peliae mīrantēs spectant et
Mēdēam ōrant ut patrem in iuvenem mútet.
Mēdēa hoc mūnus pollicētur,

Sed fēmina mala nunc in aēnum aquam
without strength
pūram et sine viribus herbās pōnit. Rēx
dormit. Fīliae cum Mēdēa in cubiculum patris
veniunt et virum dormantem spectant. Mēdēa
are you (plural)
dīcit: "Cūr nunc dubiae estis?
Iugulum senis gladiōs secāte ut in corpus
sanguinem iuvenis pōnam."
These
Haece verba fīliās movent. Gladiōs
tandem capiunt et, vultūs āvertentēs, iugulum
patris secant. Senex paene mortuos sē tollit
et fīliās gladiōs tenentēs videt. Dīcit,
are you (plural) doing
"Quid facitis, filiae? Cūr
patrem necātis?"

Tandem Mēdēa iugulum senis celeriter
secat et corpus in aquam pōnit. Fīliae,
patrem mortuum videntēs, Irūtae et miserae
sunt et fēminam malam necāre cupiunt. Sed
ea per caelum currū rapitur,

Poor Guests

| pauperes | Iuppiter, pater hominum et rēx deōrum, et alius deus Mercurius, mortālibus similēs, |
| hospitēs | dē caelō ad terram dēveniunt. Deī, cibum et homēs |
| domōs | Deī cibum capiunt et vīnum bibunt. Senēs mīrantes crātēra per sē vīnō replēri vident et sentiunt deōs esse hospitēs. |
| crātēra | Nunc deī dicunt, "Deī sumus. Omnēs poenam alīx hominēs sunt māli et poenam dabunt68 you (plural) sed vōs poenam nōn dabitis. Nunc |
| replēri | domum relinquite et montem ascendite." |
| sumus | Senēs cum deīs montem ascendunt. Aquam |

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67 For the meaning see the story "Narcissus Suam Imaginem Amat."
68 Poenam dabunt: will give punishment; better, will be punished.
respiciunt in terrīs respiciunt. Sōla domus their eōrum manet. Ut senēs mīrantēs spectant,
templum parva domus eōrum in templum magnum et pul-
chrum mūtātur. Nunc rēx deōrum dīcit, "Quod-
evēr cumque mīnus vōs petitis, Baucis et Philēmōn,
dabō; dīcite."

Senēs Philēmōn cum coniuge dīcit et we ask
tandem respondet: "Petimus ut viventēs hoc at the same hour we may
templum servōmus et eādem hōrā moriamur.
die. Dā nē coniugem meam mortuam videam neque ea mē mortuam videat."

Deus hoc mīnus dat. Multōs annōs senēs
templum servam et deōs colunt. Tandem ut by chance
forte ante templum sunt, eādem hōrā (to be) changed
Philēmon coniugem in arborem mūtārī
videt et Baucis Philēmona in arborem mūtārī Farewell
valē videt. Eādem hōrā inter sē dīcunt, "Valē."
Hīc ante templum duae arborēs nunc manent.

Cadēmus Urbem Pōnit

orders
Agōnōr, pater Cadmī, iubet Cadmum per to search for
quaerere omnēs terrās sorōrem quaerere. Iuppiter

finds
tamen hanc virginem amāverat et rapuerat,
invenit Quam ob rem frāter eas in nūlla terrā invenit,
In patriam redire non potest: pater (you) find
dixerat; "Nisi 69 tui sororem tuam iuveneris, (will have found)
 domum redire non.

Tandem Cadmus, nullo domum habens;
asks what
deum Apollinem rogat in qua terra domus
should be established
ponenda sit. Apollō respondet, "In
cow
silva vaccam vidēbis. Eam sequere." In quō
place
locō ea quiētem petet, urbem pōne."

Nunc Cadmus in silva vaccam videt et
eam sequitur. Tandem vacca in herbā quiētem
petit. Cadmus sentit hunc locum urbem esse.
Companiones
Comitēs cum Cadmō sunt. Cadmus iubet
hōs (comitēs) fontem petere. Comitēs per
silvam viam capiunt et fontem petunt. In
cave
silva est antrum. Prope antrum est funs.
urns
dēmittunt. Sed magnus anguis ex antrō caput
sticks out
effert. Urnae ad terram cadunt. Sanguis
corpora virōrum relinquit. Aliī tēla parant, 71
aliī fugiunt, aliī dubii sunt. Anguis ferōx
omnēs necat.

Iam nox adest et comitēs Cadmī non

69 For the meaning see "Iōsōn Vellus Aureum Capit."
70 A command
71 For this word see "Iōsōn Vellus Aureum Capit."
mora 

Avenger your companions came erō.

Sīc miser dīcit et multā vi magnum saxum in anguem iacit. Anguis tæne nōn vul-
erātur. Nunc Cadmus tēlō anguem vulnerat et tandem necat.

Ut Cadmus hostem (that is, anguem) mort-
tuum spectat, vox audītur, "Cūr Cadme, anguem necātum (m mortuum) spectās? Tū quoque anguis eris et hominēs tē spectābunt." Dea Pallas adest et iubet eum dentēs anguis in terram impōnere.

Cadmus terram arat et dentēs anguis in terram impōnīt. E dentibus virī armātī statim nāscuntur. Cadmus timet et tēla capere parat. Úmus e virīs clāmat, "Tēla With us capere nōlī! Nōbīscum pugnāre nōlī! Virī

72 For meaning of word see "Medea Senem in Iuvenem Mutat."
73 For meaning see "Iūson Vellus Aureum Capit."
armātī inter sē pugnant et multī necantur.

Five

Quīnque virī manent. Tūla in terram iaciunt et sē comītēs Cadmō dant. Cadmus, urbem pōnēns, hōs comītēs habet. Thebes stands

staṭ Nunc stat urbs, nōmine Thēbāe, et

fēlix happy seems

vidētur Cadmus fēlix vidētur. Coniugem habet, multōs

nepōtēs already

fīliōs et fīliās et nepōtēs, hōs quoque iam

juvenēs. Sed ante mortem nōllus vir fēlix (to) be called dīci potest.

Avenges

Diāna Actaeona Ulcisīcitur grandson

Prīma causa lūctūs Cadmō est nepōs, nōmine Actaeōn.

Actaeōn cum comītibus in montibus fērās agitat. Iam diū fērās agitant et dēfessī middle of the day sunt. Iam medius diūs est, et Actaeōn we have comītibus suīs dīcit, "Multās fērās necāvimus. killed."

cum Dēfessī sumus. Cum altera Aurora brings back diem redūcet, silvam petēmus cease and opus work opus repetēmus. Nunc tamen opus dēsīnite et et domum redīte." Virī opus dēsimunt et domum redeunt. Actaeōn tamen domum nōn redit; per silvam errat.

medius these valley

dīēs

cum In hīs silvīs est vallis, deae Diānae

altera

Aurora

opus

dēsīnite

vallūs
Athamās et Ἰνὸ Ποέναμ


velut

Omnēs mortui hanc viam petunt. Velut
mare omnia flūmina accipit, ſic hic locus
souls of the dead
omnēs umbrās accipit. Hic umbrae
sine sanguine, sine corpore errant.

Just as

umbrās

In Infernās sōdēs Iūnō pervenit et
The Furies
Furiās vocat. Furiāe sunt horribilēs
deae, Anguēs in capitis sunt. Hominēs
they avenge madness
sine sanguine, sine corpore errant.

furōrem

In Infernās sēdibus multās umbrās
poemam dare videt. Dea Furiās dīcit, "Cūr these
hae umbrāe miserae poemam dant, et Athamās
fālix cum coniuge in rēgūm pulchrā vivit, who
qui mē nōn colit?" Nunc causās viāe

dīcit et quid cupiat. Cupit comum Caudī
cadere et Furiās Athamānta cum coniuge in
furōrem dūcere. Deās ērat ut auxilia dant.

Una ex Furiās, Tīsiphōnē nōmine; sine
morā rēspondet, "Multēs verbēs nōn opus... 83
We shall do est. 84 Facēmus quōd iubēs. Nunc hoc
rēgūnum relinque et in caelum redī." Laeta
dea in caelum redi.

Sine morā Tīsiphōn viam ex Infernās

83 For meaning see "Cadmus Urbem Pōnit."
84 For opus est see "Perseus Andromedam Servat."
85 For meaning see "Mēdēa Senem in Iuvenem Mūtat."
sēdibus ad terram capit et in rēgiam
Athamantis pervenit. Inō et Athamās, ut
eam vident, timent. Rēgiam relinquere
parent; Tīsiphonē tamen eis sē
opposīt. Ea caput movet, et anguēs sībilant.
Dea horribilis duōs anguēs sībilantēs dē
medīs crīnibus capit et magnā vī iacit.

Anguēs per pectora Īnūs et Athamantis pererrant et fūrōrem eīs dant. Furīa venēnum quoque sēcum habet. Hoc per pectora Īnūs et
Athamantis fundit, Hoc quoque fūrōrem eīs
dat. Tandem Tīsiphonē in rēgnum umbrārum rēdīt.

Statim Athamās, fūrōre ductus, in mediā
lioness

rēgīa clāmat, "Comitēs, in hīs silvīs leaenam
young I saw
cum duābus prōlibus vīdī. Eam agitāre parāte!"

Sīc dīcit et coniugem velut fēram sequitur.

Parvum filīum ā mātē rāpit et in saxum caput
dashes
discutit. Iam mātē, lūctū et fūrōre ducta
clāmat et, alterum parvum puerum portāns,
fugit. (Ea) fūgiēns Bacchum vocat. Prope
mare est altum saxum. Hoc Īnō cum puerō ascendent et sē et filīum dē saxō dēmittit.

Sed Venus eam videt. Neptūnus, deum

86 See "Chīrōn Sagittā Alcīdae Vulnerātur."
maris petit et sic orat, "ō Neptūne, qui
magnus vīrēs habēs, magna poscō. Fēmina mihi
cāra sē cum parvō puerō in magnum mare dēmisit add
Hōs servā et eōs deōs tuīs addē." Neptūnus hoc
mūnus dat. Nōva dea est Leucothoē nōmine;

novus deus, Palaemōn.

(Fēminae) Thēbānae eam ad mare sequuntur
et eam in mare sē cum fīliō dēmittere vident.
Omnēs crēdunt eam mortuam esse et miserae
sunt. Iūnōnem iniūstam (* nōn iūstam 87) et
these

ulcisī vult. Ūna ex hīs fēminīs nunc dīcit, queen
in mare dēmittere.cupiēns, sē movēre nōn potest: in saxum mūtātur. Aliae Thēbānae quoque,
velut stant; in saxa mūtantur. Aliae tamen
in avēs mūtantur et super mare volant.

Cadmus in Anguem Mūtātur

Cadmus, iam senex, lūctū ductus, cum
coniuge urbem Thēbāēs relinquit. Per multās

87 For meaning see the story "Filīa Rēgis Patriam
Suam Hostibus Trādit."
88 For meaning see "Cadmus Urbem Pōnit."
of Illyria
terrās errant; in terram Illyricam tandem
perveniunt. Hīc, ut prīma mala domūs suae
recall
et laborās suōs memorant, Cadmus dīcit,
Sacred that which
"Sacerne erat ille anguis quem cupiēns novam
urbem pōnere necāvī et dentēs in terram im-
posuī? Sī hanc ob rem dei Írātī mē et domum
mean ulcīs

Sīc senex dīcit; sine morā in pectus
Arms
cadit: in anguem mūtātur. Bracchia sōla
stretching out
manent. Bracchia tendēns et lacrimāns,
dīcit, "Venī, Ó conīunx miserrima, 89 venī, et
while
dum bracchia mihi manent, mē tange et
hand
More
manum accipe, dum manus est." Plūra dīcere
cupit sed nōn potest. Sībilat: haec vox
sōla est.

Conīunx, pectora manū percutiēns,
clāmat, "Cadme, manē. Mē relinquere nōlī.
cast off Where
Il··lud corpus dispōne. Ubi sunt pedēs, 90
bracchia, manūs, vultūs - omnia? Cur nōn mē
quoque, magnī dei, in anguem mūtātis?"

Plūra dīcere nōn potest. Deī verba

89 For the meaning of this word compare pulcherrīma, in
"Achillēs cum Cygnō Pugnat."
90 See pedibus in "Diāna Actaeona Uλiscitūr."
audiunt et eam quoque in anguem mutant
Omnēs comitēs, quiī adsunt, duōs anguēs
spectantēs mirantur et timent. Nunc duo
anguēs comitēs relinquunt et silvās petunt.
In illīs locīs manent. Illī anguēs hominēs
neque fugiunt neque nocent. In memorīs semper
were (to have been)
tenent sē hominēs suisse.

Pulchritūdō Sua Pīcus Necet

Śīlim erat iuvenis, nōmine Pīcus, qui
aliōs iuvenēs pulchritūdine et virtūte super-
ēbat. Rēx erat. Illūm omnēs nymphae amābant.
Ille tamen ēnam nymphae sōlām amābat. Haece
nympha erat nōmine Canēns. Ea pulchritūdine
remarkable beauty (skill) of singing
īnsignis erat, sed arte canendī
more remarkable
īnsignior erat; quam ob rem Canēns
nōmine erat. Arte suā canendī silvās et
delayed (used to delay)
saxa movēbat, ferās morābātur,
avēs tenēbat.
at home
Hoc dīū dum Canēns domī canit, Pīcus
domum reliquērat ut aprōs in silvā agitāret.
Equum habēbat. Tēla manibus tenēbat. Fur-

91 Compare the form ādest.
92 For the meaning of the suffix -ior compare altior in "Diēs. Actaeona Ulīscitur."
93 For meaning see "Nīsus in Cursū Amīcō Auxilium Dat."
Circē quoque, quae herbēs et carminibus insignis erat, venerat ut herbēs legeret; \(^94\)

Ut iuvenem, pulchritūdine insignem, videt, statim cum amat. Herbas, quās legerat, de whole

manū cadunt. Ignēs (that is, amor) per tōtum corpus errant. Illum adire cupit; tamen adire nōn potest;

equus tam celeriter currit, et comitēs quo-que cum illō sunt. Circē dicit, "Tū mē fugere non potes, si ego mē nōvī, si herbēs et carmini-

bus insignis sum."

Sic Circē dicit et imaginem apri falsī cum mūllō corpore facit. Iubet hanc (imāgin-

em) ante oculōs Pīcī currere et in silvam thick, dense go where dēnsam ire, ubi nulla via equō est. Sine morā aper falsus ante oculōs Pīcī curr-

rit et in silvam dēnsam it. Pīcī equum relinquuit et in silvā alta aprum pedibus

She (that woman) sequitur. Illa iuvenem runc adīt et sic dicit, "Per oculōs tuōs, qui mē cēpūrant, et per pulchritūdinem tuam tē ērō

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\(^94\) For meaning see "Medea Senem in Iuvenem Mītat."

\(^95\) For meaning see "Dīāna Actaeona Ulcīscitur."
quaecumque

Whoever

Juvenis respondet. "Quaecumque tū es, yours
nōn sum tuus. Canēns sōla mē tenet et per may she hold
longōs annōs teneat. Nōllam allam
fēminam amābō dum illa vivet."

Circē plūra dīcit; illum tamen mōvere
nōn potest. Tandem clāmat, "Ad Canentem tuam
nōn redĪbis et poenam dabis." Sīc clāmat et
carmina dīcit. Ille fugit sed mīrātur sē tam
celeriter currere. Nunc sentit sē avem esse.
Ille, Īrātus quod in avem mūtātus est, arbor-
with his beak
ēs rōstrō percutit et arboribus vulnera
dat. Nōmen sōlum Pīcō manet: avis quoque
nōmine pīcus est.

Meanwhile

Interea comitēs Pīcum per silvās
vocant; illum tamen nōn inveniunt. Circēn
reposcunt
tamen inveniunt. Rēgem suum reposcunt, et in
illam tēla lacere parent. Illa herbīs et
sprinkles
spargit
tenēnīs eōs spargit, carmina dīcit, et
calls upon
invocat
Hecatēn deam invocat. Silvae ē locō sē
pale
pallidae
movent, terra ingemit, arborēs pallidae sunt,
97
saxa sonum raucum dant, canēs lātrant et

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96 A woodpecker.
97 This word occurred once before, in "Latōna Agricol-
ēs in Rānās Mūtat."
umbrae mortuorum per aera volant. Qui adsunt mirantur. Circé vultūs mirantium with her wand virgā tangit, Sine morā iuvenēs in to no one ferēs mutantur; nullī sua imāgo manet, waits for expectat Interea Canēns domī coniugem expectat. slaves servi Omnēs servi, illum quaerentēs, per silvam discurrent discurrent; tamen neque illum neque comitēs inveniunt. Canēns, lūctū motā (= ducta), lacrimat et pectora manibus percutit. Misera est quod coniānx cārus non redit. Illum quaerēns, per silvās, per montēs, per vallēs multōs diēs errat; nōn dormit, cibum nōn capit. Ad rīpās flūminus Tiberis tandem per-
The Muses Camēnae hunc locum Canentem dē nōmine nymphae dīcunt. nymphae
to Ceres Erysichthōn Cererī Poenam Dat

Qui dezō nōn colunt poenam dant. Haec story. fabula est fabula de virō qui deam Cereram nōn grain frūmentum coluit. Haec dea frūmentum, herbās, flōrēs, arborēs colit.
quercus In silvā est alta arbor. Est quercus,
Cererī sacra. Altior quam aliae arborēs.

Around dances est. Circum hanc (arborem) nymphae chorēās saepe dūcunt.

Erysichthōn tamen servōs arborem sacram to cut down succidere lūbet. Servī quercum succidere nōlunt et morantur. Sed Erysichthōn īrātus axe secūrem secūrem ab ënō dē servīs capit et dīcit, do you (plural) delay "Cār morāmini? Sentiō arborem sacram Cererī esse, sed eī haec arbor dea herself ipsa ipsa esset, eam (arborem) tamen succiderem." ut Dīcit, et dum secūrem manū tollit, quercus ingemit et tota arbor pallida est.

Et ut ille arborem secūrī vulnerat, sanguis flows out sē vulnere effluit. Omnēs mīrantur et timent. Ūnus (vir) illum ōrat nē quercum succidat. Sed Erysichthōn secūrem ab arbore in illum āvertit et caput praēcidit.

Dum Erysichthōn secūrī iterum et iterum arborem vulnerat, vox dē quercū audītur, "Nympha, Cererī cāra, in hāc arbore vīvō. Ego moriēns hoc dīcō: tū poenam dabis ." Ille tamen arborem succidit; tandem quercus

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98 For this form see "Diēna Actaeona Ulcuscitur" and compare insignior, found in "Pulchritūdo Pīcō Nocet."
sonitus

magnō cum sonitus ad terram cadit.

Post haec omnēs nymphae Cererem petunt
et orant ut Erysichthon poenam det. Dea hoc
pollicētur. Sine morā ūnam ex nymphīs ad sē
vocat et dīcit, "Est locus in Scythiā, terra
sine frūmentō, sine arbore. Hōc in locō
Famine, Hunger

alvum

in alvum Erysichthonis famem impōnere.

Ille (that is, Erysichthon) famem semper
may (he) have
habeat! Nē multus cibus famem superet:

hungry let him be (to) delay

iēiūnus

semper iēiūnus sit. Morārī nihil.

Since

cum

Cum via longa sit, currum meum et dracōnēs,
quī per āera volant, accipe."

the orders

nympha

Nymphā sine morā iussa deae facit.

iussa

Per āera currū rapitur et in Scythiam per-
rocky

venit. Famem quaerit. Illam in agrō saxēs

saxēs

invēnit. Famēs herbās rārās (= nōn dēnsās)
her

rārās

manibus et dentibus legit. Corpus eius

macrum

lean

macrum est; oculī cavī sunt, vultūs pallidī.

hollow

cavī

Nymphā, ut illum procul videt, iussa
deae dīcit. Nōn plūra dīcit. Nymphā, procul

stāns neque dīd morāns, tamen famem sentit.

99Ne multus cibus famem superet: let not much food
satisfy his hunger.

100Compare the use of this word in the story "Atalanta."
ad currum currit et ab draco nibus per aer
ad patriam rapitur.

Sine mora Famis iussa Cereris facere
parat. Per aer domum Erysichthonis volat
et in cubiculum eius it. Erysichthon dormit;
nox est. Illa in alvum dormientis
(virii) famem imponit. Nunc in patriam suam
redit. Interea Erysichthon dormit et per
somnum somnum cibum videt, dentes movet; cibus
empty est tenuis aer. Ut somnus eum reliquit, mag-
num famem sentit et cibum cupit. Servi
ante eum multum cibum et vinum ponunt; ille
tamen isiinus est. Poscit omnia quae terra,
what enough aer, mare tenent. Quod satis urbi esse
potest, uni non potest.

wealth

Tandem omnem opem suam alvum dat.
sells

Pilia manet; illam quoque vendit. Sed illa
dominum accipere non vult; cominum fugit et
dominus illam sequitur. Ad mare illa pervenit,
et, manus super mare tendens, Neptunum orat,
Take away

"Eripe me a dominio!" Neptunus virginem in
to her

of a fisherman

viam mutat et ei velamen piscantis
dat.

101 For meaning see "Nedo Mala Pelliam Senem Necat."
Dominus, piscantem spectans, rogat, have you seen
"Virginemne hic prope mare vidistī?
"fled
illa me fugit. Ego easm hoc in locō (= in hoc
just now
locō) modo vīdī. Ubi est?"

illa respondet, "Quicumque tu es, mihi
ignoscē. Piscāns, ego oculōs ab mari nōn
nō one
vertī. Mihi crēde, nēmō, nisi ego, hic modo
stetit." Dominus crēdit et locum relinquit.
shape
Virginī forma sua redditur.

Pater tamen, sentiēns formam filiae
suae mūtarī posse, illam saepe vēndit, nunc
horse
equam
fōrmā equam, nunc vaccam, nunc aemus, nunc
cervam
cervam. Sic illa patrī cibum dat. Hōnō
since
miscerrimus tandem, cum satis cibī accipere
nōn possit, dēntēs suōs suō corporī dat et
cōnsūmit
tōtum corpus cōnsūmit.

Ulixēs et Circē

Post bellum Trōiānum Graecus Ulixēs

domum rediēns, multōs annōs per maria errāvit.

Nunc Ulixēs cum comitibus in terram

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102See quaecumque, which occurred in the story "Pul-
chritūdō Sua Pīcō Nocet."
103Compare ignoscīte in the story "Atalanta".
104See reddere in "Achillēs cum Cygnō Pugnāt."
Circēs pervenit. Quīdam comites leguntur qui in urbem Circēs adeant. Dum ad rēgiam Circēs adeunt, per viam multās feras vident et timent. Ferae tamen nōn timendae sunt;105 they (those men) nōn nocent. Mox illī in rēgiam them perveniunt. Servae illōs accipiunt et ad mistress dominam dūcunt. Circē quoque illōs bene accipit et hospitium dat.

Sine morā servae cibum et vīnum ante juices servae clārum et vīum antejuices
sūcōs hospitēs pōmunt. Circē sūcōs herbārum in
vīnum fundit (nēmō videt). Hospitēs vīnum
cum sūcīs bibunt. Nunc Circē illōs virgā
pisā
tangit et in suēs mūtātur. Ūnus sōlus, nōmine
Eurylochus, neque vīnum cum sūcīs accipit
neque in suam mūtātur. Ille comitēs in suēs mūtāri videt; ad Ulixēn redit et dīcit omnia quae facta sunt.107

Mox Ulixēs ad Circēn venit ut comitēs ulcīscātur. Circē Ulixē quoque vīnum cum
sūcīs herbārum dat. Ille tamen nōn accipit.
Ut Circē eum virgā tangere parat, ille virgam

105 Non timendae sunt: should not be feared. For the meaning of this word see "Perseus Atlantem in Montem Mūtāt."
107 Omnia quae facta sunt: everything that has happened.
déicit
dé manū eius déicit et gladium suum capit.
Ulixēs Circēn coniugem accipit.

Post haec Ulixēs coniugem poscit ut
comitēs in corpora sua mōtentur. Circē hoc better
mūnus dat. Illa comitēs sūcīs meliōribus
spargit, capita virgā percutit, et carmina
canit. Statim illī in hominēs mūtentur.
Laetī sunt quod suēs nōn iam sunt, sed
grātiās agunt hominēs. Comitēs Ulixī grātiās agunt. 108

Ulixēs et comitēs in hāc terrā tōtum
annum morantur. Hanc terram tandem reli-
quunt et per mare dōmum petunt.

Ajax

Et Ulixēs et Aīaξ Arma Achillīs Poscunt

Multōs annōs Graecī cum Trōiānīs cir-
cum urbem Trōiam bellum gerunt. Tandem
Paris, quī coniugem Mēnelāi rapuerat,
bravest
Achillēa, fortissīmum Graecōrum, sagittā
necat. Nunc duo Graecī, Ulixēs et Aīaξ,
arma Achillīs mortuī poscunt. Agamēmnōn,

arbitrium

arbitrium facere nolēns, iubet omnēs duōs
to sit down together
considere

Graecōs mediīs in castrīs considere

108 Grātiās agunt: they give thanks, they thank.
et arbitrium facere.

Ducēs iussa Agamemnonis faciunt: con-
veniunt et mediīs in castrīs consīdent.

Aiāx prīmus dicit. "Verbīs non Insignis
fīghts
sum. Ulixēs verbīs certat; ego factīs (certā).

Mea facta nōn memoranda sunt: vōs
you (plural)
you (plural) have seen
vidistis. Ulixēs (facta) sua
memorēt; nōx sōla ea vīdit. Nisi (= si... in birth
nōn) Ulixēn virtūte superārem, nōbilitāte
tamen superārem. Pater meas erat Telamōn,
did
qui magna (facta) fēcit, Aeacus Telamōnī
pater erat, fīlius Iovis. Et Achillēs erat
fīlius Pēleī, frātris Aeacī.

Gēterī ducēs Graecī Trōiam adīre para-
bant ut cōgerent Trōiānōs. Helenam pulcherri-
pretended
mam reddere. Ulixēs tamen furōrem fīnxīt
in trickery
dolīs
et arma fūgit, dum quīdam (vir), dolīs

Insignior quam ille, dōlum eius sēnsit et in
should be given
arma illum dūxīt. Arma mihi danda sunt,
qui in prīma perīcula vēnī...

Ut Nestor senex, verbīs Insignissimus, vulnere equī et annīs dēfessus erat, Ulixēs

109 NON memoranda sunt: need not be told.
110 Ulixēs memorēt: let Ulysses relate.
111 Compare fortissimum above.
auxilia non dedit: ille fugit. Olim Ulixes
quoque auxilia cupivit. Comitēs vocavit.
Ego forte aderam; illum timentem vidī et
(having been) saved
servāvī. Ille tamen servātus
ob (per) vulnera modo
stāre non poterat,
fugit.

Hector adest et sēcum deōs in proelium
dūcit; tū nōn sōlus, Ulixēs, timēs, sed fortēs
(virī) quoque. Ille fortissimus Trōīānorum
erat. Ego tamen cum Hectorē pugnāvī. Magnum
I threw
saxum in illum iēcī et illum ad terram misī.

Ab illō ego nōn superātus sum,

Olim Trōīānī nāvēs nostrās incendēbant.

ubi est Ulixēs, verbīs īnsignis? Ego ante
nāvēs pugnāvī et eōs servāvī. Quam ob rem
mihi arma date.

Ōur haec arma Ulixī, quī dolīs sōlis

īnsignis est, quī sine armīs pugnat, danda

pondus sunt? Ille magnum pondus hōrum (armōrum)
ferre to bear
fuga ferre non potest. Fuga tībi (that is,
difficilis Ulixī), haec (arma) ferentī, difficilis erit.

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112 For meaning see "Duo Senēs Pauperēs Deōs Hospitēs Accipiant."
113 For meaning see "Erysichthōn Cererī Poenam Dat."
114 For meaning see "Achillēs cum Cygnō Pugnāt."
Quid verbīs opus est? Arma mediōs in hostēs mittite. Iubēte nōs haec petere et (eī) recovering referentī arma date." Next

deinde

Sic Āḷiāx dīxit. Deinde Ulixēs, ante dūcēs stāns, dīcit, "Miserrimus sum quod
Achillēs mortuus est et certāmen dē armīs his eius est. Cum tamen ille fortissimus ā nōbīs ereptus sit, arma eīs mihi danda sunt: ille per mē in bellum vēnit.

Ego quoque ā sanguine Iovis sum. Mihi Lāērtēs pater est, Lāērtae pater est Arcēsius, Arcēsiō Iuppiter (est pater). Āḷiāx nōbilitāte mē nōn superat. Nōn per nōbilitātem tamen, sed per virtūtem haec arma potenda sunt.

Per mē Achillēs in bellum vēnit. Mater eīus, timēns nē fīlius in bellum vocētur women's dis-
fēmineās et pereat, illum vēlāminibus fēmineās dissim-
dissimulat ulat et inter fēminās pūnit. Ille, hīs disguised had deceived
" fēllerat vēlāminibus dissimulatus, omnēs fēllerat,
mercēdōs wares inter quōs Āḷiācem. Ego tamen, mercēdōs
fēmineās ferēns, ad eum adī. Mercēdībus
fēmineās arma addideram. Ille mē nōn fēllēvit. please
placent Nōn mercēdōs fēmineae illī placent, sed arma.
Haec tollit et admirātur. Quam ob rem sēnsī
illum esse virum. Dixi, 'Graeci tu exspectant. Cur tu Tröiam adire moraris?' Sic ego dixi et (illum) fortum ad (facta) fortia misi. Quam ob rem mea sunt facta eius. (Virum) qui Hectora necare posset, dedi; per me Hector in mortem missus est:

to Aulis

iam naves nostrae Aulida convenerunt. Wunds

venti

venti non sunt qui eae (naves) Tröiam agere possint. Fata poscunt ut Agamemnon sacrifice

mactet

non, duob noster, filiam mactet. Ille suam very dear

persuasi

tamen eI persuasi ut hoc faceret. Aegaret tamen et persuasi ut hoc faceret. Agamemnon had to be de-virginis missus sum, quae dolos fallenda erat.

Dixi Achillea filiam eius coniugem petere. Illa mihi credit et filiam Aulida mittit. Hunc laborem difficilem non Aiáx sed ego feci.

In urbe Tröiam missus sum et dúcēs

Tröinanós petivi ut Helenam redderent. Primum et Anténora móvi; Paris et fratrēs tamen non morti sunt: mihi nocere cupiērunt. Hoc on behalf of periculum prō vobis petivi. dicere

longa

Longa mora est memorāre omnia quae et manu et dolis per longum bellum feci. Post prīma proelia hōstēs in urbe sē diū conti-
continuērunt uērunt (tenuērunt). Quid tū, Ἀ ili, interea facis? Si mē mea facta memorāre cupis, multa fortia fēci.

us to give up


Multōs Tūrīnōs circum hanc urbem necāvi. Mihi multa vulnera sunt. Si verbīs meīs nōn crēditis, vidēte! (pectus suum lays bare)

retegit

Hae sunt vulnera mea. Ἀ ili tamen corpus sine vulnerē habēt.

Ut Tūrīnī nāvēs nostrās incenderant, Ἀ ili ante eās pugnāvit. Nōn sōlus tamen eās servāvit. Patroclus quoque aderat; ille quoque laudandus est.

myself

Ego ipse corpus Achillis mortuī cum ēās armīs eius ex campō ferre poteram.

For meaning see "Duo Senēs Pauperēs Deōs Hospitēs Accipiant."

For meanings see "Īāsōn Vellus Aureum Capit."
Mihi sunt vīrēs quae pondus armōrum ferre possunt: arma cum corpore virī ferre poteram.


Ego imāginem deae Minervae mediīs de hostibus rapiū. Nisi illa (imāgō) ex urbe had been taken would be standing rapta esset, Trōia nunc stāret.

Ubi erat Āiāx? Ubi erant magna verba magnī virī? Ille timet. Ego tamen per noctem (night) mediīs per hostēs urbem petō, imāginem rapiō et per hostēs ferō. Per mē Trōia capta est. Vōbis comitēs, auxilium dedī.

Mihi praemium date!" by the leaders

Nunc arbitrium ducibus dandum est.

Verba Ulixis duceōs movent; arma illī dantur. Ulixēs ducibus gratīās agit.117 Āiāx miserrimus tamen gladius suum capit et clamat, "Hic gladius meus est! An Ulixēs hunc quoque poscit? Hic (gladius), qui multōs Trōiānōs in mōs will send mortem mīsit, dominum mittet. Nōmō mīsī

117 For meaning see "Ulixēs et Circē."
118 See meaning of an of utrum...an, "Tāsōn Vellus Aureum Capit."
Āāx Aiācem superāre poterit," Dicit et gladiō sē necat. (Vir) qui nūlla vulnera ab hostibus accēperat, ab sē (vulnera) accēpit.

Nēmō gladium sē vulnere extrahere\(^{119}\) potest; itself drives out cum (that is, gladium) sanguis ipse expellit.

Sanguis e vulnere ad terram effluuit. Sanguis mutātur in flōrem purpureum, qui dē sanguine Hyacinthī quoque vēnerat.

**Pyramus et Thisbē**

Haec est fābula dē magnō amore. Multi hominēs hanc fābulam nōvērunt et amant. Nunc will hear vōs quoque hanc audiētis.

Pyramus est iuvenis pulcherrimus, et Thisbē omnēs virginēs pulchritūdine superat.

In urbe Babylōne vīvunt. Domūs eōrum\(^{120}\) wall common, in common parietem communēm habent. Pyramus lovers

Thisbēn amat, et Thisbē Pyramum. Duo amantēs coniugium marriage

coniugium cuplunt, sed parentēs nōlunt.

Parentēs tamen amōrem eōrum sēripere nōn pos-

coniugium sunt. Maior amor fit. In

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\(^{119}\)For meaning find this word in "Achillēs cum Cygnō Pugnat."

\(^{120}\)For meaning see "Duo Senēs Pauperēs Deōs Hospitēs Accipiant."
commūnī pariēte duārum domōrum rīma parva

est. Commūnis paries hanc rīmam accēperat when it was being made
cum fieret. Amantēs prīmī rīmam
vident (quid amor non sentit?). Amantēs

rīmam viam vōcis faciunt. Verba eōrum per go On this side
rīmam eunt. Hinc stat Pyramus; il-
that side

linc Thisbē.

Saepe ut hinc stat Pyramus, illinc

Thisbē, dīcunt: "ō male pariēs, ĉūr amanti-

join

bus tē oppōnis? Ĉūr nōbīs corpora iungere non permittis, aut ōscula dare? Malus, to us
tamen, tā nōn es: viam vōcis nōbīs das."

Sic amantēs saepe stant et, ut nox

venit, dīcunt "Valē" et ōscula pariētī dant. One (certain)

Quōdam die amantēs ad haec loca

adeunt. Hinc stat Pyramus; illinc Thisbē.

Iungere corpora et inter sē ōscula dare Decide

cōstituunt. Cōstituunt domibus nocte exīre
cupiunt.

et domōs urbīs relinquere et ad sepulcrum

of Nīmus

Niś convenire. Prope hoc sepulcrum est

mulberry tree white berries

mōrus mōrus

albīs pōmīs et nōn procul

est fōns gelidus. Hōc cōstitūtē cōstitui 122

pariētem

121 Corpora iungere: to embrace.
122 Hōc cōstitūtē: after this has bbeen decided, or
after deciding this,
exit

Hác nocte Thisbē domō exit; domōs urbis relinquuit. Amor eam fortem facit.

Prīma ad sepulcrum pervenit et sub arbore sedet: Pyramus nōn adest. Venit ad fontem mouth bloody cattle leaena125 ferōx ōre cruentātō: bovēs modo necāvit. Thisbē, ut hanc procul videt, timēns in antrum fugit. Dum fugit, vēlāmen eius ad terram cadit.

Ut leaena multam aquam ex fonte bibit,
in silvam redīre parat. Vēlāmen invenit et tears Then ōre cruentātō laniat. Tum leaena in silvam redit. Vēlāmen cruentātum et laniātum relinquuit.

Mox Pyramus ad locum constitūtum per-
Tracks venit. Vestīgia ferae videt et pallidus fit.

Ut quoque vēlāmen cruentātum invenit, cum gemitū dicit, "Ūna nocte duo amantēs perībunt.

Ego tē, Thisbē, in mortem mīsī, quī in hunc have ordered locum tē venire iussī neque ante tē lions

vēni. Ō leōnēs, quī in hāc silvā sunt, meum tear apart corpus dīvellīte et consūmite." Vēlāmen portat

Thisbēs tollit et sēcum ad arborem fert. Ut lacrimās et sēcula vēlāmini cārō dat, sic dicit, "Accipe nunc meum quoque sanguinem."

123For meaning see "Athamās et Inō Poenam Dant."


124 Illa postquam vēlāmen suum et gladium eīus cognōvit, dīcit, "Tē tua manus et amor has destroyed perdidit, miser! Est mihi quoque fortis for manus et amor in hoc factum. Amor mihi

illa visā: having seen her.
viri in vulnera dabit, Te mortuum sequar.

Ego et causa et comos mortis tuae ert. Te, could
a quem mors sola a me seipere poterat, mors
seipere non poterit. Et vos, mei et eius
same
parentes, nos in eodem sepulcre componite.

Et tu, quae arbor sanguinem unius accepit,
qua nunc meum (sanguinem) quoque accepit,
marks
semper tenes signa sanguinis et habe semper atra
reminders
poma, monumenta mortis,"

His dictis, 124 virgo in suum pectus eundem
gladium mittit. Prope corpus amantis iacet.
Verba eius deos moverunt, parentes moverunt.

Color in poma est ater, et corpora duorum in
rest
eodem sepulcre requiescunt.

Plura de Midas

Fabulam de Midas, qui quodcumque tangebat,
you have read
in aurum mutare poterat, legisisti. Postquam

124 His dictis: having said this, or after, when she
had said this.

liberaverat hoc munere se liberaverat, aurum non iam
inhabited
amabat. Silvas et montes habitabat. In
Pan
primis deum Pana, antra montium habitantem,

128 For meaning see "Athamas et Ino Poenam Dant."
colēbat.


Arbitrium Tmōlī omnibus placet, sed Midās, quī forte adest, dīcit arbitrium in-

126 For the meaning of calamīs īsonat, review the story "Pān et Syrinx."
127 Compare leguntur of "Ulixēs et Circe."
128 For meaning see "Et Ulixēs et Alax Arma Achillis Poscunt."
auribus ears dull
stolidis iūstum esse. Apollō auribus tam stolidīs
to keep
retinēre fōrmam hūmānam retinēre nōn permittit.
to
asini dat posse moverī. Aurēs asini
sunt.
cēlat Ille longās aurēs cēlat. Nēmō
covers, hides
eās videt, nisi servus quī crīnēs longōs
virī praecīdit. Servus dē auribus domīni
dare
audet dīcere cupidī; tamen nōn audet: dominum
to keep silent
tacēre tamen non potest.
donkey
timet. Tacēre tamen non potest.
tellūrem Quam ob rem tellūrem effōdit129 et parvā vōce
earth
tellūri dē auribus domīni dīcit. Postquam
finem dicendi fēcit, tellūrem repōnit et
locum relinquit. Hōc in locō tamen calamī
nāscuntur, quī, vēmtō130 mōtī, verba servī
dicunt.

Cēyx et Alcyonē

Cēyx, frāter Daedaliōnis, dē quō
to Delphi
tō fabulam lōgisti, Delphōs īre cupidī ut
cōnsulat ōrāculum cōnsulat. Coniūnīx Cēycis est

129 For meaning see "Hecuba in Canem Mūtātur."
130 For meaning see "Et Ulixēs et Ajax Arma Achillis
Poscunt."

Ille verbīs et lacrimīs Alcyonēs movētur: magnus amor in pectore est. Sed neque viam dīmittere neque coniugem cāram in perīcula dūcere vult. Multa verba respondet; haec (verba) quoque, quibus sōlīs amantem movet, addit, "Longa nōbīs omnis mora est sed ego shall return tibi pollicior mē mox rēditūrum esse." when Ille, ubi finem dīcendī fācit, nūvem to be made ready to be launched parārī et in mare dēdūcī

131 Certiōrem facit: informs.


132 For meaning compare the form parārī and dēduī above.

133 Illī frāter et pater subeunt: to (that) one comes the thought of his brother and father, or better, (that) one thinks of his brother and father. Huic: another.
desiderat

(subeunt). Gεγυí coniúnx subit; eam vocat. longs for
Sam sōlam désiderat; laetus tamen est quod
EA abest. Patiām suam quoque vidēre et
moriēns in domum oculōs vertere cupit. Sed
non nōvit ubi sit: tam āstra est nox. Magna
unda in nāvem magnā vi cadit et sub undās
sinks parts
nāvem mergit. Magna pars virōrum cum nāve
pereunt; aliī tabūlās et partēs (parts)
navis tenent. Gεγυx ipse. tabulam tenet; tenēns,
coniugem vocat. Ūrat ut undae ante oculōs il-
lius (i.e., Alcyonēs) corpus suum feraent et
ipse in tellūrem patriae pōnantur. Sed magna
unda (eum) ārante et Alcyonem vocantem sub
aquās mergit.

mergit

navigant

Interea Alcyonē, ignāra hōrum malōrum,
coniugem expectāns, noctēs et diēs numerat.
Omnēs deōs colit; ante omnēs, tamen, Lūnōnēm
safe
ōrat ut coniúnx tūtus redeat et nūllam
(ēminam) sibi antepōnat.

tūtus

Dea (Lūnō) ubi prō virō mortuō ōrāri 134
to Iris messenger
tōn iam fēt, Iridī, nūntiae suae, vocātēae,
most faithful
sicut dīcit, "Īri, fidissima nuntia mēa, i
Sleep
Somnī
celeriter ad sēdem dēi. Somnī et iūbē eum

134 Compare parārī above.
Dream

ad Alcyonēō somnium, illum certiorēm faciēns
dē morte coniugīs, mittere." Iris iussa deae
facere parat.

Magnum antrum Somnus habita. Multus
sonus in domō eius est: neque canēs lārant;
neque fēræs neque bovēs, neque arborēs, ventīs
mūtæ, neque hominēs somum dant. Medīō in
couch
antrō est torus pulcher in quō deus ipse dor-
miēns semper iacet. Circum hunc Somnia,
multās formās habentia, iacent.

Iris, ut in hoc antrum pervenit, manibus
moves aside Somnia dīmovet. Deus, oculōs, somnō gravēs,
tollēns, tandem quaerit ċūr illa venerit. Et
illa respondet: "O Somne, qui défessīs cor-
poribus quiētem dās, iubē Somnia sub imagīne
rēgis Cēycis ad Alcyonēn adīre et eam certiorē-
em dē morte coniugīs facere. Hoc iubet İūnō."
Ubi iussa dīxit, Iris locum reliquit; nōn
iam vim somnī ferre potest.

Deus iussa facere parat. Ille ūnum de
Morpheus
Somnīēs, nōmine Morphea, qui formās hominum
arouses
magnā arte imitātur, ĉ somnō excitat et eum
ad Alcyonēn adīre et illam dē morte coniugīs
certiōrem facere iubet. Hoc factō, deus in
torō caput grave dēpōnit et se somnō iterum

Haecc, vōce Cēycas, Morpheus dīcit.


Ubi eum invenire nōn potest, lūctū ducta,

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135 For meaning see "Erysichthon Cererī Poenam Dat."
scindit
pectus manibus percutit et crīnēs scindit.

vēra
utinam
vītae
absēns
lactor
tantum
cōnābor
māne
discēdentem
tears
Tacet: lūctus eam plūra dīcere nōn permittit. morning

Nunc māne est. Illa domō ad lītus departing exit et locum repetit dē quō (eum) discēdentem spectāverat. Dum hīc morātur et dum dīcit, "De hōc lītore discēdēns, ille ōscula mihi dēdit, et dum mare spectat, corpus in aquā videt.
Non novit quis sit (procūl abest), sed, in Alas
memoria tēnēns mortem virī sui, dīcit, "Heu,
miser, quicunque\textsuperscript{136}es, et consūnx quoque, si
one (any)
quae (coniūnx) tibi est." Nunc undae
nearer
corpus propius agunt. Illa cognōscit: est consūnix! "Ille est!" exclāmat. Pectus per-
cutiēns, crīnēs scindēns, et manūs ad Cēyca
tendēns, dīcit, "Sīc, sō cāre consūnix, sīc ad sē
me redīs?" Corpus in mare mittit, et mittēns
full
in avem mutātur. Dum volat, sonum plēnum
complaint querellae dat. Ut ad corpus sine sanguine
pervenit, corpus ālīs complectitur et ōscula
It is uncertain rōstrō dat. Dubium est utrum\textsuperscript{137}Cēyca hoc
sēnsērit an\textsuperscript{137}vultūs, undīs mōtōs, tollere
he seemed visus sit; ille tamen sēnsit, et tandem in
avem ille quoque mutātur. Nunc quoque avēs,
amōre manente, coniugium servant. Mare habi-
tant et per undās volant.

\textbf{rēgiō genere}

\textit{Royal Birth, kind}

\textbf{Avis de Rēgiō Genere}

\textit{The diver}

\textit{Mergus quoque est avis de rēgiō}

\textsuperscript{136}For meaning see quaequamque in "Pulchritūdo Sua Pīcō
\textsuperscript{137}For meaning of utrum...an, see "Īāsōn Vellus Aureum
Mocet." Capit."
Filius Priamī, rēgis Trōiae, et frāter Hectoris fortis erat. Ille nisi as a youth strange 138 juvenis nova fāta sēnsisset, nōmen equal pār Hectorī habuisset, Nōn eadem māter same illīs erat sed idem pater. Hic juvenis nōmine erat Aesacus. Urbēs nōn amābat; montēs et silvās habitābat; nōn saepe Trōiam adībat.

Olim ille, per silvam errāns, nympham drying siccament crīnēs siccament in ripā flūminus vīdit, et statim amor pectus incendit, Illa vīsa (quam ille vīderat) celeriter fūgit, quam pursued Aesacus īsecūtus est. Anguis, forte in herbā iacēns, pedem (virginis) fugientis dente strīnxit strīnxit (vulnerāvit) et vōnēnum in corpore reliquit. Illa morīēns mediā in fūgā fell 139 complectitur, clāmāns, "H eu mihi, quī, tē se- brough on quēns, tibi hoc malum intulī. Sed hoc non timuī. Ego et anguis te in mortem mīsimus: vulnus ab angue, causa ā me data est. Mihi blame maio" culpa quam illī (that is, angui) est!

138 For meaning see "Et Ulixēs et Ἀιαx Aarma Achillīs Poscunt."
139 For meaning find this word in "Pyramus et Thisbē."
proximum

Sed mortem tuam meā morte ulciscar."

Ubi fīnem dīcendī fēcit, altissimum
next

saxum proximum marī ascendit et de saxō in
mare corpus mīsit. Sed Tēthys, dea mare

habitēns, (eum) cadentem accāpit, corpore
with feathers (having been) covered.
eius pennīs tēctō.

Amāns tamen vīvere nōluit. Ut ālās
did not want
in corpore sēnserat, altē subvolāvit et
herself
iterum corpus ad mare mīsit; sibi tamen
nōn nocuit. Iterum et iterum sīc vīam
mortis petēbat. Corpus sub undās mittēbat,
sine fīne petēns vīam mortis. Amor illum
thin
macrum fēcit; longa sunt crūra; caput ā
corpore longō abest. Mare amat et nōmen
tenet quod ille sub mare sē mergit. Avis
the diver
est nōmine mergus.

Pygmalīōn et Imagīō Pulchra

Pygmalīōn, omnēs fēminās fugēns, sine
ivory

ebore coniuge vīvēbat. Interēs ex eburne imāginem

virginis (nūlla virgō est pulchrior) fēcit, for (of) which
cuius amor pectus incendit. Vir-

141

140

141

140 Compare form of sequar, found in "Fīlia Rēgis Pat-
priam Suam Hostibus Trādit."

141 For meaning see "Cēyx et Alcyonē."
Pygmalion opus suum (that is, imaginem)

miratur, et amor non veri corporis pectus

incendit. Illi (i.e., imaginii) oscula dat
(having been)
et (oscula) reddi putat; illa tacta
seems
nnon ebur esse videtur. Mora. puellis

placita, dat et velaminibus pulchrí magínem

adorns

ornat

Festal

Festa dies Veneris venerat et omnés
deam colébant, cum Pygmalion, ante arés

stans, oravit, "Si vos, deus, omnia dare

let there be
testitis, sit coniunx mihi - virgo

similis eburneae meae (virginii)" (non audet

dicere, "Eburnea virgo mea mihi coniunx sit").

Venus, quae ipsa aderat, sensit, tamen, quid

meant

vota illa vellent...

Pygmalion, ut domum reidiit, imaginem

puellae suae vivere videt. Ille miratur et.
doubtig

dubitans

dubitans, eam tangit; illa non iam ebur

living

vivum

sine vita sed corpus vivum est! Veneri mag-
lips

nas gratias agit et ora non falsa ore suó

presses

premit. Virgo, ut oscula data sensit,

pariter

oculosa ad caelum attollens, amantem pariter

same time

cum caelo vidit.

142 For meaning see "Plura de Midâ."
143 For meaning see "Cėyx et Alcyone."
Dea (Venus) ad est coniugi quod ipsa fecit. Pygmalión coniuge bonā fēlix est, et coniūnx virō suō bonō (fēlix est).

vīes

Arachnē cum Palladē Certat

Nōn sine poenā mortālēs cum deīs as certant, quod haec fābula mōnstrat. shows to whom of weaving wool
dēnīca Dea Pallas, cui ars lānīficā greatest
maxīma maxīma est, audīverat virgīnēm mortālēm praise
laudem laudem huius artis sībi (that is, Palladī) nōn dare. Illa neque genere neque locō
clāra clāra (−"īnsignia") sed arte sōlā (clāra) erat; parvis opibus dē genere nōn clārō erant parentēs. Illa tamen, nōmine Arachnē, Lydian
per urbēs Lydās arte lānīficā nōmen clārum habēbat. Nymphae silvās et undās sāpe re-
linquēbant ut eius opus admirābile spectārent. Facta vēlāmina spectāre cupiēbant et illum
vēlāmina facientem: illa tantā cum arte you would know
manus et digitōs movēbat ut scīrēs had been taught.
eam & Palladē doctam esse. Hoc tamen denies
negat ipsa negat et dīcit, "Dea mōcum certet;"
nihil

si mē superābit, nihil est quod negēm."

of an old woman

anūs

Pallas fūrman anūs

staff

sūmit

crīnēs anūs capītī addīt et manū baculum

sustineat

tenet, quod corpus anūs grave sustineat.

Old age

senectūs

Sīc virgīnī dīcit, "Senectūs fert nōn

omnia mala quae fugiāmus, sed multa docet.

Advice

cōnāsilium

Cōnāsilium meum exaudī. Inter mortālēs

nōmen maximum artis lānificae tībi pete;

deae (that is, Pallaď) tamen leudem dā

pardon

veniām

et veniām tuīs dictīs (= verbīs) rogā;

For

nām

veniām illa tībi rogantī dabit. Nam ars

tua ā deā docta est."

with difficulty, scarcely

vix

Ilīa īrāta, vix

manum retinēns, ignāra quis fēmina sit, hīs

dictīs respondet: "Senectūs tē nōn docuit

sed mentī tībi nocuit, quae hoc cōnāsilium

Let her hear

mihi dās. Audiat illās vōcēs (= illa

verba) sī quae

147filia tībi est. Satis con-

siliē mihi in mē est. Veniām nōn rogābō.

Cūr nōn ipsa venit? Cūr hoc certāmen fugīt?"

Tum dea, "Adest!" dīcit: fūrman anūs

dispōnit148et deam sē mōnstrat. Aliae quae

147Compare in "Cēyx et Alcyone" the words sī quae
(conium) tībi est.
148For meaning see "Cadmus in Anguem Mītātur."
adsunt deam colunt; virgo pallida fit sed
deam non timet. Illa, certamen artis lami-
ifica cum dea cupiens, mala petit; nam
quis mortalis sine poena cum deo aut dea
certat? Neque Pallas certamen fugit neque plura
puellae stolidae dicit.

Sine mora illae certamen ineunt. In
web old
tela fabulae veteresa deducunt: Pallas
old
maxima arte fabulae veteresa de deis et de
poenis mortali, qui cum deis certare
audent, deducit; Arachne multas fabulas de
amoribus deorum et hominum tam admirabili
arte deducit ut figuras vera corpora esse
credas.

defect

vitium

Neminun vitium in illo operi Pallas

Ira

videre potest. Ira puellae ducta, velamina
(shuttle

radium)

(that is, opus) scindit, et, ut radium

tenebat, caput Arachnida percussit. Cum virgo

misera, hoc non ferens, laqueo collum

had bound was hanging

ligavisset et pendetet, Pallas dixit,

"Vive, puella stolida, pendet tamen; haec

poena tua tuo generi et nepotibus causa

of fear

timoris

timoris sit. Nemin sine poena hominibus cum
deis certare audent!"
Ea (Pallas) discēdentem\textsuperscript{149} puellam suēs
herbārum spargit: statim, suēs tāctī,
crīnēs virginīs défluunt quibuscum et
nārēs et aurēs (défluunt); parvum caput fit;

nārēs

tōtō corpore quoque parva est; digitī prō
side

crūribus in latere sunt; alvus cētera habet

latere

stāmen thread

stāmen

arānea

de quō tamen illa stāmen dūcit. Arānea fit.
'Semper pendet et stāmina facit.

Dē Ave Quae Comes Minervae Erat

was

Pulchra filia rēgī Corōneō fuit, quam
uxōrem

multī virī uxōrem (= coniugem) petēbant.
solēbat

sed fōrma (= pulchritūdō) ei nocuit; nam
... was accustomed slow

tardīs

cum, ut solēbat, per lītora tardīs

pedībus ĭret, deus maris eam vīdit et statim

amor pectus eius incendit. Illa fugiēns per

mollī

hard

lītora, dūrō lītore relictō; mollī arēnā

impediēbatur\textsuperscript{151} ēt deōs et hominēs vocābat;

vōx ad nūllum mortālem pervēnit. Virgō (that

is, Diāna) tamen, prō virgine mōta, auxilium

dedit. Virgō bracchia ad cælum tendēbat;

to be covered began

coepērunt

bracchia pennīs tegī coepērunt. Illa

---

\textsuperscript{149}See discēdentem in "Cēyx et Alcyonē".
\textsuperscript{150}Dūrō lītore relictō: having left the hard shore.
\textsuperscript{151}For meaning see "Midas".
pectus manibus percute coepit, neque iam
pectus neque manus habēbat. Currēbat, neque,
ut ante, mollī arēnā impedībātur: super terram
tollēbātur et mox altē per āera ferēbātur.
Avis comes Minervae addita est.

Nōn semper tamen comes deae erat. Nam
ōlim Minerva parvam puerum sine mātre,
nōmine Erichthonium, in cistā posuerat quam
to be watched three
servandam tribus sorōribus dederat cum
order
lēge lēge nē eam (that is, cistam) aperīrent.
watched
speculābātur Avis in arbores sedēns speculābātur quid
sorōrēs facerent. Due dē tribus: sorōribus
et
atque Pandrosos atque Hersē, cistam servāvērant
neque aperīre volūrunt; Aglauros tamen
timidās timidās sorōrēs vocāvit et eam (cistam)
aperuit, in quaē erant puer et anguis. Avis
haec facta deae dīxit. Quam ob rem Minerva
cam comitem suam esse nōn iam volēbat.

pestis invādit

ōlim rēx Œnopiae Aeacus erat, quī
tamen terram Aegīnām dē nōmine mātris suae
hating called
vocāvit. Řūnō, perōsa terram dictam ā
fēminā quam Iuppiter amāverat, pestem in
hominēs mīsit.

Prīmō hase (pestis) canēs et avēs et came upon 152 bovēs et ferēs invāsit. Agricola mīrātur strong labōrēs
validūs bovēs inter opus in agrīs cadere. high spirited formerly
ācer quondam nōn iam cursū about to die
certāre cupiēns, gemit moriturus. In
domīnātur silvēs et agrīs et viēs corpora iacent;
odōrēs vitiānt. odōrēs aēra vitiānt.

destus Mox hominēs miserōs pestis invādit et holds away fever
in tōtā urbe dominātur. Maximus aēstus corpora capīt: illī quōs pestis invāsit nōn
torum, nōn vēlāmina ferre possunt; in dūrā terrā corpora dēpōnunt, neque terra aēstū Doctors
eōs līberat sed accipit. Medici pestem dispellere nōn possunt; (medīcōs) ipsis quoque for each one pestis invādit. Finis pestis cuique Each one est mōrs. Quīsque domum suam fugīt, nam
cuique, ignārō vērae causae, domus causa mortis vidētur. Aliōs paene mortuōs errāre per viās, dūm sē sustinēre possunt, vidērēs, aliōs lacrimantēs et in terrā iacentēs, vix oculōs ad cælum aduentēs, bracchia ad cælum tendentēs, aliōs mortuōs ubi mōrs

152 For meaning see "Latīna Agricolās in Rēnas Mītat."
tot illūs cēperat. Aeacus, cum tot hominēs
morī vidēret; perōsus vītam reliquere cupiē-
quō bat. Quō oculōs adverterat, iilīc (= in illī
oculōs) multa corpora mortuā suōrum
vēlēbat. Quo oculos adverterat, illāc (= in illā
locā) multa corpora mortuā suōrum
vidēbat.

In urbe altum templum Iovis fuit, quō
multī miserī veniēbant ut prō patre aut
fīliā, prō mātre aut fīliā, prō uxōre aut
husband
marītō, prō frātre aut sorōre rōgem deōrum
srūrent. Saepe dūm prō uxōre marītus, prō
altars
ārās fīliā pater verba ōrantia dicit, ante ārās
ipsās moritur. Saepe taurī, ad templum
priest
ductī, dūm sacerdōs vōta facit et vīnum inter
cornua fundit, nūllō vulnere cadunt.

Dum Aeacus ipse sacrificia Iovī prō sē et
mūgitūs patriā et fīliās tribūs facit, taurus mūgitūs
horribilēs dat et sine vulnere cadit. Ante
templum et ārās ipsās corpora mortuōrum
iacent. Aliī laqueō mortī sē dedūrant ut
morte mortis timōrem dispellerent. Tantīs
malīs mōtus, rēx ōrat: "ō Iūpiter, sī nōn
you are said
falsō diceris Aeginam mātre mean
amāvisse.153 pater meus esse, aut mihi

153 Diceris Aegīnam mātre mean amāvisse: it is said
that you loved Aegina my mother.
my people
meōs redde aut mē quoque in sepulcro
lightning thunder
pōne." Ille (Iuppiter) fulgōre et tonitru
signum dedit;

nearby
Forte fuit iuxtā arbor, Iovī sacra, per
ants
quam multae formīcae, pondus magnum parvō
ōre ferentōs, idant. Ille cum numerum
citizens
mīrātur, dicit, "Tot cīvēs, pater, quot 154

formīcae in hāc arbores sunt, minē dā et
fill trembled
urbem compūte." Alta arbor tremuit
et somum, rāmis sine ventō mōtīs, dedit;
rēx, timōre motūs, òscula terrae et arborī
dedit.

Nox subit et sommus corpora dēfessa
hominum tenet. Ante oculōs Aeneī iacentis
(dormientis) arbor cadem adesse et in rāmis
sāme number seemed
totidem totidem totidem formīcās ferre visa est
animal
et tremere et animālia (that is, formīcās)
in terrā spargere, quae statim māiora
et māiora fiēbant, mox sē tollēbant
upright
ērectō et erectō corpo stābant, numerum pedum
et ātrum colōrem dépōnēbant et fōrmam hūmānam
sumēbant. Sommus abit; māne est. Maximus
tumultus in rōgiā est; rēx vocēs hominum, ut

154 Tot...quot: so many...as.
172

solēbat, audīre vidētur. Dum crēdit hōs
quoque somni esse, fīlius eius venit et
ēgredere
dīcit, "Ēgredere, pater, quod tē laetum
faciat vidēbis."
having gone out
Ille ēgressus tot hominēs quot
in somnō viderat vīdit, quī adeunt et rēgem
salūtant
salūtant. Ille Iovī magnās grātiās agit,
et cīvibus novīs urbem et agrōs dat. Cīvēs
Myrmidonās 155 vocat, quī ex formīcis nātī sunt.

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Boreas 156 Orithyiam Rapit

Erechtheō, rēgī Athenārum, erant quattuor

fīliī et totidem filiae, quārum duae
pulchritūdine
pāres formā erant. Altera nōmine Prōcris

coniuge Cephalō fēlix erat; alterēm, Orithyiam

nōmine, Boreas amābat coniugemque 157 pētēbat,
as a son-in-law
quem generum pater virginis sprēvit,

marītum virgō (sprēvit).

Ille, cum neque virginī neque patri entreaties
precibus
eius precibus persuādēre posset, ìrā motus,
usual
solita
quae illī ventō solita est, dīxit: "Cūr mea

155 Supposedly derived from the Greek word meaning ant.
156 The North Wind.
157 Coniugemque pētēbat: et coniugem pētēbat.
weapon

telēa solita, vires Iramque, reliqui

precēsque mōvi, quae mihi non solitae sunt?

Et virgo et pater me sprēverunt. Vi, non

precēs, meum telum solitum est. Vi ego

clouds

nūbēs per caelum ago; vi, mari percussō,

maximás undās faciō navesque sub undās sum-

morgō; vi validās quercūs vertō; idem ego,

cum frātrēs mēos in caelo invenī, tantā vi

certō ut āer īsonet ignēsque ē nūbibus

ōmicent. Hāc vi solitā Órīthyia coniunx

ought to be sought

petenda est. Precibus ego non iam il-
lam petam, sed vi. Ego gener Erechtheī erō."

Hīs dictīs, Boreās ālīs tellūrem mareque

embracing

mōvit. Ille amāns Órīthyiam, ālīs amplexus,

did cease

rapuit neque cum pondere cārō volāre dēstīt

walls of the Cicones

dum in moenia Ciconum pervēnit. Illīc

Órīthyia coniunx Boreae māter duōrum puerōrum

became

facta est; qui cētera mātris, ālīs patris

habuérunt. Hae ālae tamen cum corpore nōn

nātae sunt, nam dum barba aberat, sine pennīs

erant

calcis zōtēsque puerī fuērant; mox pariter

cum barbā ālae in corporibus nātae sunt.

158 For meaning see "Pygmalīōn et Opus Pulichrum."
Thēseus et Arisadnē

Post multa facta mala Mēdēa, de quā fabulās ante légisti, Iāsone relictō, in urbem Athēnās pervēnīt, quam Aegeus rēx accept inque mātrimōnium dūxit. Iam post multa facta fortia aderat Thēseus, filiūs quem jealousy pater Aegeus non cognōvit. Mēdēa, invidiā interficere ducta, illum interficere cupiēbat. Ila miscuit venēnum, ab āre Cerberī canis captum, miscuit quod pater, ignārus quis Thēseus esset, poculum filiō, ut hostī, dedit. Thēseus manū poculum hilt summserat, cum pater in capulō eburnēō gladiī, quem Thēseus gerēbat, signa sui generis cognōvit poculumque ab āre déiēcit. Ila mortem per magica carmina: effūgit.

Pater, filiō fēlix, magnās grātiās déis agit. Omnēs Athēnīēnsēs mūnera ad templo deōrum ferunt; ignēs sunt in ārīs, ante quās multi boves cadunt. Omnēs convīvia agitant et fortia facta Thēseī inter vīnum camunt.

ullus tristis
nullus
curae
neque ubius tristis locus tota in urbe est, cares
Neque tamen curae aberant, nam Mīnos,
rex Crētae, filiō Androgeo per Athēnīēnsēs to bring on interficēt, bellum inferre parabat ut
mortem filii ulcisceretur. Hic (Minōs) est
Idem cui Scylla patriam per amorem tradidit. fuit
Minōs, bellō gessō Atheniēnsibusque
septem superātīs, poposcit ut septem puellī totidemque
puellae Crētan mitterentur, qui Minōtaurō, mons
labyrinθō rentur. Hoc monstrum in labyrinθō, ex quō
ingressus nēmo ingressus exīre posset, inclusum
inclusum erat shut up
erat. Twice
bis Bis septem puellī totidemque puellī
 tertium monstrō traditīs, iam tertium sacrificium
vēlīs pugnāret. Iam nāvis nigrīs vēlīs, signīs
lūctūs, parāta est et trīstēs patrēs matrēs-
que lacrimantēs filīs filiāsque complectuntur.
Inter quōs est Aegeus, qui, filium fortem
iterum iterumque amplexis, dīcit, "O Thēseus,
filī mī, quī post tot annōs mihi redditus es,
cūr mē senam reliquīs? Sī tū perībis, ego
quoque perībō. Sī tamen auxilī Minervae,
que urbem nostram servat, monstrum superābis,
cum tū rediēns montēs patriae tuae iterum

159 For meaning see "Mūdōa Senem in Juvenem Mūtat."
vidēbis, nāvis alba vēla prō nigrīs ferat;\textsuperscript{160} seen
ut, signō visō, sciam tē tūtum esse. Iamque
valē."

Thēseus et aliī puerī puellaeque nāvem
cōnscedunt. In lītore stantēs, parentēs
nāvem oculīs sequuntur dum nīgra vēla vidēri
possunt.

Ubi nāvis Cretam pervēnit, Ariāndē,
fīlia Mīnōis rēgis, Thēsea vīsum amat. Illa
sēcum dīcit, "Heu, iuvenis tantaē fōrmae
morītūrus! Ille, si auxiliō deōrum Mīnōtaurum
superābit, tamen s labyrinthe exīre nōn
entrance
poterit, cuius ad līmen Daedalus, qui il-
cum fecit, vix redīre potuit. At tamen
vīvet: eum servābō."

glomus
Ilia, his dictīs, iuvenī cārō glomus
thread
eōvolvēns dat usumque docet. Thēseus, glomus
unroll
prōgreditur eōvolvēns, ut it, per labyrintheum prōgreditur.
walks
fiercely
ēcriter Cum Mīnōtaurō ēcriter pugnāt et cūm inter-
thread wound up
ficit. Tum ille, filō relēctō, ad līmen
redit.

Iam ille, Ariāndē raptā vēlisque datīs,
island
İnsulam Dīam İnsulam pervēnit, ubi ille crūdēlis

\textsuperscript{160} Nāvis ferat: let the ship bear.
\textsuperscript{161} For meaning see "Arachnē cum Pallade Certat."
comitem dormientem reliquit. Illas cum som-
nus abit, Thēsea nōn vīdit sed nāvem ā
lītore discēdentem. Ubi sē reliquit esse
sēnsit, vēla nāvis oculīs sequēns, dum
poterat, pectus percutiēns dīxit: "ō crūdē-
desertō
lis, mēne in lītore dēsertō reliquis?
Hāsne grātiās mihi agis? Per mē tū, Mīnō-
taurō interflectō, ad līmen labyrinthī reaōre
could (have been able)
potuīstī. Patriam meam parentēs-
que cārōs reliquiī. Redī mēque tēcum tolle.
farther
longius
At nāvis longius longiusque abit; vix nunc
surely
vēla vidēre possum. Vir tam crūdēlis, certē
gave birth
peperit
tē hūmāna mater nōn peperit, sed ferox
again
rūrsus
leaēna. Ego misera patriam meam nōn rūrsus
vidēō, tū tūtus tamen Athēnās redīs." Sōla
in dēsertō lītore stāns, nāvemque discēdentem
spectāns, sīc virō nōdaudenti clamavit.

Dia, in quā insulā Ariadnē relictā erat,
ā Bacchō deō incolēbātur. Ille virginem
fōrmōsam
fōrmōsam (= pulchram) amāvit, et, ubi ea ē
corōnam
vītā discessit, corōnam eius, dē capite
sēdērā
sumptam in caelum immīsit, ut inter sēdērā
esse. Illa (corōna) per āera volāvit, dum-
gemmar
que volābat, gemmæ in ignēs (that is, sēdērā)
mūtātæ sunt, et in caelō, fōrmā corōnæ
manente, sunt.

Non sine poenā tamen Thēseus comitem fōrmō-

immemor

verbōrum patris, montibus patriae visīs, nāve

epnspectum

nigra vēla ferente, ad terram adiit, pater,
ex altō saxō mare prōspectāns filiūmque ex-

concpectum

spectāns, ubi nāvis cum nigrīs vēlis in co-

believed

spectum vēnit, crēdidit filiūm interfectum
esse. Lūctū mōtus, in mare sē prōiēcit et

perīt.

Galatēa et Cyclopēs

Galatēa, maris nymphā fōrmōsa, Nēreī

Acis

Dōridisque filiā erat. Ab Acide, iuvene

fōrmōsā, amābatur et cum amābat. Cyclopēs

quoque Polyphēmus nōmine, mōnstrum Sicil-

iam habitāns, eam amābat; illa hunc nōn

amābat. Omnēs Cyclopēs ūnum oculum mediā in

frontē

frontē habent. Altissimī validissimīque

tear away

ovēs

sunt: montēs divellere arborēsque evertere

possunt. Illī in montibus Sicilīae prope

peras

Aetnam montem ovēs servant.

Polyphēmus nympham sine fīne petēb

attention

Iam eĪ (that is, Polyphēmō) cūra fōrmae erat:
iam crīnēs horribilēs pectēbat, iam barbam trimmaed
recīdēbat, iam ferōsa vultūr in aquā spectābat
mare ascendit atque illus sedēt, ovibus
shepherd sequentibus. Fistulā multa
dē fōrmā Galatēae canit. Montēs undaeque
carminibus eius consonant. Nymphā sub saxō
compōnēbatque. Quōdam diē ille collēm prope
componebat. Huodam die illi sollicet
pāstōrem sequentibus. Fistulā multa
cum Ácide suō latēns dicta hīs similia audīt:
"ō fōrmōsissima nympharum quae mare
colunt, Galatēa, curt mē semper fugīs? Sī mē
bene nōvissēs, nōn fugerēs. Sunt mihi pars
bene nōvissēs, nōn fugerēs. Sunt mihi pars
living montis, antra pendentia vivō saxō, quae
cold multae quoque in vallibus silvisque errant,
hiemem neque aestum neque hiemem sentiunt. Multa
pōma in rāmīs arborum pendent, quae manum
tuam exspectant. Hae ovēs omnēs mihi sunt,
multa quoque in vallibus silvisque errant,
should multae in antrīs sunt. Neque si forte rogēs, ask
how many tibi dīcere possim quot (ovēs) sint:
peuperis est numerāre ovēs.

iam caput s mari extolle, iam, Galatēa, scorn
venī neque mūnera mea sperne. Certē ego mē
nōvī: modo imaginem meam in fonte vīdi,
foliosque mea mihi videntē placuit. Vidē how big
how many quantus sim: nōn maiōr quam hoc corpus est
luppiter in caelo. Crīnēs mei in vultūs
shouders

umerōs

impendent umerōsque tegunt. Ťunus est mihi

oculus mediā in fronte, sed similis magnō

shield

cлипеō

cлипеō.

Et pater meus in undīs vestrīs domināitur.

Only

tantum

miserēre

Tantum mei miserēre precōsque exaudī. Tē

thunder-

fulmen

sōlam timēō, quī Iovem et cælum et fulmen,
bolt

tēlum Iovis, non timeō. Sed cūr mē fugis

neque omnēs? Cūr, Cypēls sprētō, Ācin amās

antepōnisque mīhi Ācin? Utīnam ille tībi nōn

chance

placēret! Tantum cōpia dētur; ille sentiet

quantae vīrēs mīhi sint. Corpus illūs dīvel-
your

lam atque per agrōs perque undās vestrās

for you

spargam. Tantus amor tui in pectore mē

are moved

est, neque tū, Galatēa, movēris."

His dictīs, locum relinquit atque per

silvās collēsque errat cum Galatēam ācinque

ignārōs inventi. Illa, timōre mōta, sub

undās sē prōicit, et ācis fugit, clamāns,

"Fer mihi auxilium, Galatēa! Ferte (auxilium),

parentēs, et (mē) perītūrum ad rēgna vestra

for meaning see "Pestis Rēgnum Aeacī Invadit."

Singular command.

cōpia dētur: let a chance be given.

Contrast the form morītūrus in the story "Pestis Rēgnum

Aeacī Invadit."
ruābro
ēmissō
appāret
daeruleus

admittitei" 
Cyclopēs eum īnsequitur partēm-
que ē monte raptam mittit, quae Ācin tōtum
tegit.

Sanguis ē tellūre, sub quā Ācis erat,
red
fluit, quī mox, colōre rubrō ēmissō, aqua
clear
elāra fit: Statim iuvenis in flūmine stāns
appears except that
dark sea-blue
appāret, quī nisi quod maiōr, caeruleus
tōtō in āre est, quod cornua habet, Ācis est:
Galatēa eum in flūmen mūtāvit, quod nōmen
iuvenis tenet.

Scylla et Glaucus

Quondam (ē lim) Scylla maximā fōrmā
before
nympha maris erat priusquam mōnstrum, timor
sailors
nautērum, facta est, Haece fābula dīcit
how
quō modō
quō modō illa in mōnstrum horribilem mūtāta
sit.

Ut nympha fōrmōsa per lītora ingredi-
utur, Glaucus, novus deus maris, eam videt et
whatever
amat, Ille quaecumque verba crēdit (eam)
fugientem morārī posse dīcit. Illa tamen
swift top of the mountain
fugit timōreque celeris in summum montam
marī proximum pervenit. Hīc morātur et tūta
locoh, ignara utrum monstrum deusne

(= an deus) ille sit, admiratur colorum

atque crines caeruleas tegentem umeros
back lowest

tergumque atque ultimas partes corporis
fish

piscis similis. Ille eam morari sentit

et dicit: "Non monstrum, virgo, ego sum sed
deus aquarum. Quondam tamen mortalis eram;
now tum quoque mare mihi placet, nam modo
nets

retia

retia plena piscium ducem, modo in saxo
fishing pole

arundinem

sedem arundinem tenebam. Sunt litora
meadow

prat
do proxima quorum alter in parte undae,

alter in parte herbae sunt, quas neque oves
cattle have cropped

neque pecudes carpsatur neque manus
have touched

hominum tetigatur. Ego primus in illa

pecudes captivos

herba sedi ut piscos captivos (= quos
ceperam) numerarem. Piscos, herba carpt,

se movere in terrae ut in aqua coepetur.
I was hesitating

Dum morabam mirabarque, omnes piscis
in undas suas fugerunt, dominore novum litorum

relictur. Causam quero, utrum deus hoc
fecerit sucesane herbae. "Quae herba tamen

tantae viri habet?" mecum dixi. Dum mirabar

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166 For meaning see "D6 Ave Quae Comes Minervae Erat."
momordi manū herbās carpsi dentibusque momordi cum
nātūrae pectus meum amore alterius nātūrae rapī
to resist resistere sēnsī. Neque diū resistere potui et dīxī.
never to be visited again numquam "Terra numquam repetenda, valē!"
corpusque sub undās mersī. Deī maris, cum
worthy dignum mē acceptum dignum inter deōs esse crēderent.
hundred centum iterum iterumque dīctū, mē aquis centum
ordered flūminum corpus meum lavāre iussērunt. Iussē
I remember memini fēcī. Haec bene memini neque cētera
mind mens mens mea sēnsit. Quae (that is, mens) post-
different quam ređit, alium mē tōtō corpore quam modo
same fueram neque eundem mente recepi: tum
prīmum ego hanc barbam caeruleam crīnēsque
meōs, quī umerōs tergumque tegunt, magnōsque
umerōs bracchiaque caerulea ultimāsque
partēs piscī similīs vīdī. Haec fābula dīct
I became I am
quis modo factus sim quid sim. Quid haec
prōdest forma, deī maris placita, quid mihi prōdest
things
rebus deum esse, aī tū hīs rebus nōn moverīst?"

167 Sea-god, father of the sea-nymphs and river-gods.
168 Sea-goddess, wife of Oceanus, and mother of the
sea-nymphs and river-gods.
169 quid mihi prōdest: what good to me is?
Scylla deum haec dícéntem plúraque dictúrum scorned
reliquit atque ille sprétrus Circēn, deam
vīribus magicīs, quae homínēs in feras vertē-
vertēbat (= mútabat), petīvit.
past
Ille praeter multās terrās maximā vi
nāvit moxque in régnum Circēs pervēnit.

Postquam ē Circē in rēgiā acceptus est,
haec dīxit: "Dea, dei miserēre, ē70 precor.

Tū sóla mihi auxilium ferre potes, sí ego shouldseem
dignus (esse) videār. Quantaes vírēs
sciō
herbārum sint, bene sciō, quī illīs (herbīs)
mūtātus sum. Ut causam cūrae meae scīrēs,
in lītore Itāliē Scyllam vīdī amāvīque.
Quid prōdest præcæque prōmissaque verbāque
sprēta tibi dīcere? Virgō mē sprētum fūgit.

At tū, sí quae vírēs carminum sunt, ëre sacrō
carmen movē sīve maiōrēs sunt vírēs herbārum,
usē
sīve
hērbīs ëtere. Nequerogō ut mē hōc amōre
liberēs (hoc nōn cupīō) sed ut illa (that is,
Scylla) partēm amōris ferat."

At Circē (nam amor Glaucī pectus eius
incendēbat) haec verba respondit, "Quid tibi

170 For meaning see "Calatēa et Cūclopēs."
prœdest virginem nolentem neque eœdem
amœre captam sequi? Tū per tē ipsum dig-
will be loved
nus amārī es, et, sī volēs, tū amāberis.
you may be
Nū dubius sīs utque fidēs formae
tuae tibi adsit, ego, cum dea sin, cum car-
mine et herbā tantum possim (= tantās virēs
habeam), ut ego tua sim, precor. (Eam) (tē)
spernentem sperne, amantem amā."

(Deae) haec precantī Glaucus rēspondit,
"Numquam meus amor Scyllae mutābitur: semper
mihi aderit." Circē sprēta illī nocēre nōn
poterat (nam deus erat) (neque sī posset,
vellet), sed invidiā mōta, Scyllae, quae
sibi anteposita erat, nocēre cupiēbat.

Herbās magicās cum carminibus miscuit. Tum
herbās mixtās ferēns, mare potēns, sē rēgīā
went out
ōgressa est. Super summās undās caeruleās,
solid
ut in terrā solidā, pedibus sicciīs prōgressa
pool
est. Erat parvus gurges, Scyllae placitus,
where tūta
quō /ab aestū et maris et caeli illa sē
ferēbat (= İbat). In hunc (gurgitem) Circē
poured
venēna īnfādit atque carmen sacrō ōre iterum
iterumque mōvīt. Hīs rēbus factīs, gurgite
relictī, super undās, ut vēnerat, ad rēgnun
returned
suum rediit.
Mox Scylla ad hunc gurgitem vēnit et
ad medium alvum in aquam dēscenderat cum
ultimae partēs corporis in mōnstra mūtātae
sunt. Si longius prōgressa esset, tōtō
would have been
corpore mōnstrum fuisset. Prīmō

crēdēns illa (mōnstra) nōn partēs corporis
drive away
suī esse, fugiēbat abigēbatque, sed, quae

fugiēbat, sēcum fērēbat, et, corpus tāngēns,
thīgs

prō femoribus crūribusque pedibusque āra

canum invēnit et fērās circūm alvum iacēre.

Glancus amāns, ut virgīnem vīdit,
embraces
lacrimāvit amplexūsque Circēs fūgit. In

eōdem locō Scylla, timor nautārum, mānsit

Ulyssēs
cumque cōpia data est, ab Ulixē, quem quo-
que Circē amābat, comitēs rapuit. In saxum,

nautīs pericūlōsum, tandem versa est (=
mūtāta est), quod etiam nunc manet, quod

etiam nunc nautae timent.
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A criticism of the reading method.