Latine legamus, part III; Selections based on "Titi Livi, Ab Urbe Condita"

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The University of Montana
LATINE LEGAMUS

Part III

SELECTIONS BASED ON

Titii Livii

Ab urbe condita

by

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Approved:

W. P. Clark
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GRATIARUM ACTIO

Maximas atque sincerissimas gratias agere velim
Doctori Vesleio P. Clark, qui cogitationem mihi de hoc
opusculo ut dissertatione ad gradum magistri spectante
iniecit meque in scribendo prudentia sua benigne adiuvit;
deinde uxori meae, Margaritae H. Ephron, quae has paginas
legit easque corrigenti mihi comiter adfuit.
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INTRODUCTION
In 1941 Sylvia Johnson presented in partial fulfillment of the requirement for the degree of Master of Arts at Montana State University a thesis entitled: "Problems in First Year Latin: a Tentative Solution," which included as a major part of the work an elementary Latin reader, a set of graded readings, which followed in the main the principles laid down by Michael West.¹ The entertaining stories, as entertaining as they could possibly be when one considers the extremely-limited vocabulary at the disposal of the writer, were adapted from Ovid's Metamor-

¹Learning to Read a Foreign Language: An Experimental Study (London: Longmans, Green, and Co., 1941), which is a new impression of "a brief and simple account of a series of experiments . . . . in regard to the teaching of reading ability in a foreign language." The full account is contained in Michael West, Bilingualism, Bureau of Education of the Government of India, Occasional Reports, No. 13 (Calcutta, India, 1926). W. P. Clark, Chairman of the Department of Classical Languages, Montana State University, takes up some of the important points made by Michael West in No. 4 (February, 1949) and No. 5 (March, 1949) of a series of six articles: "The Learning and the Teaching of Foreign Languages," Montana Education (Vol. XXV, November, 1948—April, 1949 inclusive). Anyone interested in the subject under discussion would not waste any time he might spend reading Professor Clark's remarks, even if he has already read Michael West's report.
Miss Johnson assumes that the student begins the work with no knowledge whatever of Latin. Each new word introduced is given in the left margin at the point of its first occurrence and its meaning is given above the first use of the Latin word in the text itself.

Miss Johnson's work, after some revision to make the grading less steep and after collaboration on the part of Miss Johnson with W. P. Clark, began to be used for elementary Latin at Montana State University to the exclusion of any other text during the first course. It met

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1For the adult reader who would like to read or check Ovid's version of these stories but whose knowledge of Latin is limited: Ovid Metamorphoses, trans. Frank Justus Miller ("Loeb Classical Library"; London: William Heinemann Ltd., reprinted 1946). The Latin and the English are given side by side.

2Except, perhaps, the alphabet. It is interesting to note that in actual practice the student with a vague, almost forgotten knowledge of the language finds this work (or its successor, which will be discussed later) even more valuable and interesting than the student who begins with no knowledge whatever of Latin.

3A detailed explanation of the work and of the method used may be found in Sylvia Johnson, "Problems in First Year Latin: a Tentative Solution" (unpublished Master's thesis, Department of Classical Languages, Montana State University, 1941), pp. 44-48. In my own set of readings I have put the words in the right margin because my experience is that students find that margin more convenient. I have also given the meanings of new words at the bottom of the page because I find that the student's eye jumps the Latin word and takes in the meaning without association with the Latin word involved if the meaning is given above the Latin word.

4W. P. Clark and Sylvia Johnson, Latine legamus (Missoula, Montana: mimeographed and bound at Montana State University, n.d.), Part I.
with such unqualified success that it has never occurred to anyone in the Department of Classical Languages there to wish to change to any other existing Latin text known to members of the department. However, as Miss Johnson herself says:

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.  

Part XI of the same work was therefore issued. It is a short supplement, which adds to the vocabulary of the student, and gives him a chance to consolidate all his previous gains, by fast reading assigned in lengthy portions. The student gains in ability to read Latin as Latin, to phrase correctly, to lose self-consciousness and fear. In no other way, however, does it bridge the gap between Miss Johnson's easy graded Latin and the difficulties of classical Latin. To bridge that gap was the task I undertook.

My task was not the same as Miss Johnson's, that is, not merely the task of preparing graded readings, although that was included within my greater task. Mine was to bridge the gap that existed between the ease of reading *Latine legamus*, Part II, and the difficulty of

\[\text{Op. cit., p. 48.}\]
reading the better Latin authors, especially Cicero, Virgil, and their contemporaries. My purpose was to make come true the old adage or jest, "If you can't make it in one jump, make it in two jumps." Insofar as the jump between Latine legamus, Part II, and these selections is approximately equal to the jump between these selections and such Latin authors as the students might study next, I have succeeded in my main purpose. Insofar as this is not true, I have failed.

Since any attempt to bring students into, for example, Virgil by easy, graded readings would require at least a thousand pages, the jumps were necessary and my grading had to be steeper than ideally desirable. In the earlier portion I deviated from the ideal chiefly in the large number of new words I flung rather indiscriminately at the student, but I endeavored to mix with Latin actually used by Livy much simple Latin—Latin frequently kept simple at the cost of good Latin or, at least, better Latin. Thus the student might begin to learn good Latin (Livy's Latin) while the ease of the simple Latin still enabled him to cover a sufficient amount of ground to assimilate a fair proportion of the new words. As I progressed with the selections, I gradually increased the

1The proportion of new words offered at any stage of the reading material in this work may be seen at a glance by reference here and there to the right-hand margin.
amount of Livy's Latin, decreased the amount of simple Latin, and altered Livy's Latin less and less, and as I did that, I decreased the proportion of new words so that now the student might contend less with vocabulary difficulties and more with the difficulties of idiom.
II

PURPOSE OF FURTHER DISCUSSION

It is not my purpose to give a rehash of previous research on the subject of teaching or learning a foreign language. The scholarship that has been done, excellent as far as it has gone, is available to those who are interested. In addition to the summaries of Sylvia Johnson\(^1\) and her bibliography,\(^2\) the recent report of an investigation that included second-language teaching\(^3\) and second-language learning\(^4\) offers an excellent point of departure for those

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\(^1\)Op. cit., pp. 4-39. Miss Johnson discusses or reviews briefly the report of the Classical Investigation which was published in 1924, the results of the Foreign Language Study which was made public five years later, Michael West's proposals in connection with the teaching of the reading of foreign languages, his method of construction for reading texts to be used in the teaching and learning of foreign languages, and different experiments in the reading method. Miss Johnson also makes mention of foreign-language texts (including Latin) prepared according to Michael West's proposals (ibid., pp. 40-43).

\(^2\)Ibid., pp. 188 ad fin.


interested. Dunkel's work has an excellent selected bibliography in which some of the entries are marked with a special symbol to indicate that they contain "extensive bibliographies on their special topics."

I do feel, however, that I should comment briefly on those aspects of the whole subject of Second-Language Learning and Teaching and/or those aspects of Latin Learning and Teaching which influenced me most in my preparation of the graded readings included in this work, which readings, planned to bridge the gap that existed between the ease of reading Latinus lexamus, Part II, and the difficulty of reading the better Latin authors, as I have indicated earlier, represent my real purpose and the only essential task I have undertaken. I shall also comment briefly on the most important, well-rounded effort that is being made, and was being made, to improve the teaching and learning of elementary Latin, especially in the high schools of this country, concurrently with my own efforts on the present work, even if I do not myself agree on most points that the attack is being made in the right manner. I say, "even if I do not myself agree," because whether I agree or not, and whether others agree or not, in the long

1 Ibid., pp. 197 ad fin.
2 Ibid., p. 197: "A complete bibliography for a book which touches so many fields would be cumbersome past all usefulness."
3 Ibid.

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run improvements on a national scale must come from tiny, often imperceptible advances that are made on a national, or partially national, scale, more often than they come from greater advances made on a pinpoint of the map of the United States. Both are important, the great strides made by individuals and individual groups, in their own teaching, and the slight changes permitted on a national scale by "the old guard, holding a watching brief for its royalties."¹

I also wish to comment more or less briefly² on certain aspects of the teaching of Latin by the method that is presumed in this study. Every different method of teaching reduces old problems and brings up new problems that must be met. Individual teachers must solve their class problems that arise, as they arise, by their own native ingenuity and by use of the imaginative portion of the teaching ability that all good teachers must have. But help may be given in the case of problems that arise in all or almost all classes taught by a certain method, by a discussion of one teacher's efforts at solution, especially when that teacher has deliberately imposed upon himself the additional task of studying the particular difficulties arising, because of a sincere interest in the method of teach-

²"Briefly," because I feel that I must limit the length of this magnum fere opus somewhere.
ing used. During the two years in which I have been working on this task I have kept my eyes, ears, and mind open at all times in the classes I have taught to problems arising from the method of teaching employed and their possible solutions. Certain points, then, that I have come to consider important in connection with teaching by the reading method employed in *Latine legamus* I wish also to discuss.
The question of the teaching of grammar is a touchy one. Naturally there is no such thing as language without grammar. Whenever one is learning language, whether it is the oral-aural or the reading skill he is acquiring, he is learning grammar. In a language that does not use words (for example, drums, smoke signals, symbols, and so forth) there may possibly be said to be no grammar, but even there a careful analysis would probably reveal a form of grammar. But of language as we normally think of it grammar is an inextricable part. All we can change in connection with grammar in the teaching and learning of a foreign language, or of one's own language, is the method of presentation, the student's method of imbibing it, the formality of its teaching and of its terminology, the time for attention to its smaller details and minutiae, or, in simpler words, the "when" and "how" of learning different phases of it. In the teaching of Latin at Montana State University with the aid of the reading texts, *Latine legamus*, "functional" or "recognitional" grammar is taught and learned from the very first day, and as I shall endeavor to show, I, and I suppose
all other members of the teaching staff in the Department of Classical Languages, do teach, as far as it proves necessary for different individuals and different classes, in a manner that is less formal on the surface and chiefly for recognitional purposes, goodly bits of formal grammar, even though no student is ever asked to "recite grammar," and the horrible, almost necessarily-resulting mispronunciations, amo', amas', amat', are never heard in our classrooms.

Miss Johnson was fully aware of the importance of the teaching and learning of Latin grammar and devoted a considerable number of pages\(^1\) to the subject. She took up the problem of additional difficulties that the highly-inflected Latin language adds to the preparation of texts for Latin students on the West plan, the importance of the study of forms and syntax for "recognitional, not reproductive, purposes,"\(^2\) the vast gulf between formal and functional, "or rather recognitional, grammar,"\(^3\) the question of postponement of the more difficult forms and syntax until the second year,\(^4\) and other lesser matters dealing with grammar.

\(^2\) Ibid., p. 45.  
\(^3\) Ibid., p. 46.  
\(^4\) Ibid., pp. 47-48. Miss Johnson feels that when grammar is taught only to the degree that it functions in reading, "but nevertheless taught," there is no need of postponing the more difficult forms and syntax until the second year, as the Classical Investigation recommended. I would be willing to agree that the more difficult forms need not be postponed to the second year (since learning to read Latin proceeds much more rapidly by the method under
However, as I have stated above, the question of the teaching of grammar is a touchy one. The question of and references to the teaching or non-teaching of grammar have become heavily "loaded" much in the same manner as in politics such words as communism, communist, statism, and so forth, have become "loaded" words, which may be used as a quietus against any person who speaks sanely on any subject and whose arguments an opponent is mentally too feeble to combat by reason and truth. With such words and expressions, too, although in the wrong, an opponent can easily and simply "settle the hash" of anyone who is in the right. And so an opponent of Michael West's ideas can escape the necessity of proving that his own method of teaching is discussion than by the methods in vogue at the time of the Classical Investigation [reported in 1924] and still, I am afraid, for the most part in vogue today), but if Miss Johnson feels that no postponement of more difficult forms and syntax is desirable, as I think she does both from her words and from the grading in her actual text, I am not sure that she is right. Such postponement is still desirable, but a new difficulty is encountered because in the method under discussion the same things which were the more difficult things by other methods of teaching the language are not necessarily still "the more difficult things." Therefore, even if teachers accept the idea that postponement of "the more difficult things" is necessary and essential, or even merely desirable, further experiment and study will still prove necessary in order to determine which things are "the more difficult things" when Latin is taught by the method under discussion here.

Frederick B. Agard and Harold B. Dunkel, op. cit., p. 290, refer to similar change of difficulties when teaching method or purpose is changed: "... as some programs were organized, the responsibility for teaching reading devolved upon drill instructors who were unequipped to deal with the very different problems of developing reading ability." (The underlining is mine.)

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better than the reading method based on Sylvia Johnson's work by simply snorting and sarcastically making some remark like, "Oh, they! They claim they are teaching language without bothering to teach grammar." Obviously no one need be so infra dig as to bother to answer such ridiculous claims. And if any person should remonstrate that the speaker ought not to make such a remark, he could answer that he has been told it by a person who is in a position to know; that is, he has half-understood a garbled version by a student who half-understood the question under discussion. Yet any intelligent man who teaches languages should know better, aside from the fact that he could go personally to the exponent of Michael West's ideas and ascertain from him id quod est.

I am not here discussing some hypothetical thing which might someday happen but a situation that needs to be met because it has already happened. My own encounter with it was at Montana State University in the immediate past. The issue came to such a pass that W. F. Clark, Chairman of the Department of Classical Languages felt called upon to publish a letter, in which he put the "charges" into words and then answered them, stating in definite and unmistakable manner that grammar is taught "steadily and consistently" in his department.¹

¹ The Montana Kaimin, November 2, 1949, p. 3.
OBJECTIVES AND OBJECTIONS

In any discussion of Foreign-Language Learning and Foreign-Language Teaching, one of the vexing problems is the question of objectives, the purpose of language learning on the part of the learner. Is the student interested primarily in the literature of the language? Is it to read this literature that the student is willing to make the sometimes painful effort to learn the language? If this is the case, obviously supreme attention should be paid to the ability to read and understand the language, perhaps to the exclusion of all other immediate objectives. Or has the student fallen in love with a foreign girl whom he has somehow met and does he wish to go to her native land and woo and win her as his wife? If so, away with other pretensions, let the spoken language, let the oral-aural objectives hold full sway. Why trouble this student with the literary aspects of the language, why pretend there is any value in the philosophical aspects for such a student? Or does the student have some reason for wishing to be able to write the language? If so, make the primary aim that.
It is all very well to set down a long list of immediate and ultimate objectives, to make claims for a long list of accomplishments aimed at and even gained, but one does it in the face of such overwhelming evidence to the contrary, evidence that few if any of the objectives are gained in any worthwhile amount in the short time that is devoted by the vast bulk of students to the study of a foreign language, that no intelligent reader who is nonpartisan, yet fully informed in the language field, when he runs across such exaggerated claims, can help but react strongly against the statement. The overwhelming evidence to the contrary of which I spoke is, of course, unscientific evidence, the results which one encounters during years as a student of foreign language and years of watching the results obtained by himself, his colleagues in his own field, his colleagues in related fields, as well as by teachers whose names one has not even known. However, more scientific evidence may be found in the Investigation of Second-Language Teaching\(^1\) previously referred to. Consider especially the statement: "Teachers of all second languages will ultimately benefit from greater restraint in claiming what they can accomplish and from a candid acknowledgement of the limited skill which the average student will acquire

\(^1\)Frederick B. Agard and Harold B. Dunkel, \textit{op. cit.}, and Harold B. Dunkel, \textit{op. cit.} See especially the former, Chapter 8.
within the time of the average course.¹ Consider also

Mario Pei's statement:

Language teachers and others often speak somewhat
glibly of a complete, well-rounded knowledge of the
foreign tongue, the ability to converse in it flu­
ently, to understand all that is said in it, to read
it with facility, to write it gracefully. This, we
beg to submit, comes close to being a life-time job,
and is certainly not to be acquired in two years at
the rate of three hours a week . . . . ²

Gerald F. Else has said:

. . . . in formulating objectives for the two-year
course . . . . we have tried to be cautious and
realistic in our statement. The greatest trouble
with our objectives in the past may well have been
. . . . that we have tended to claim too much.
Educators and the general public are not impressed
by statements which convey the impression that high­
school Latin will make the student a master of Eng­
ish expression, an interpreter of world literature,
and the heir of all the ages. It does no good to talk
about "humanistic values" if in fact a majority of
our students leave Latin before those values ever swim
into their ken. We must claim what we can do, and do
what we claim.³

The fact is that learning a language is not a
"snap."⁴ It requires much time and much hard work. And the

¹Frederick B. Agard and Harold B. Dunkel, op. cit.,
p. 296. See also ibid., p. 25.
²The Story of Language (Philadelphia: J. B. Lippin­
cott Co., 1949), p. 396. Part V of his work (pp. 392-425)
is on the "Problems of Language Learning."
³"Objectives and Overview," The Classical Journal,
XLIII (1947-48), 74.
⁴W. M. Spackman to the contrary notwithstanding;
Op. cit., p. 295: "Nor has anyone yet suggested the simple
fact that Latin is a singularly easy language, which only
the privatdozentlich ingenuity of Germany and Johns Hopkins
ever confected into anything else."

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amount that not only the high-school student but even the college student can learn is very limited in any single objective, let alone in a number of objectives. Only a rare student begins to be well-grounded in a language before entering upon graduate work. W. P. Clark says: "... learning language is a difficult, a prolonged, in fact, a life-long job. One literally never gets it done."¹ Norman J. DeWitt says: "You do well in insisting that learning any language is a rugged business; and that not much can be done in two years."²

As regards the immediate objectives, progressive development in power to read the language, to understand the language when spoken, to speak the language, and to write the language, my study of the problem was influenced by a purely academic interest in the matter; that is, my study of the problem was not needed for the task I had undertaken here. The decision to aim at a progressive development in power to read the Latin language (alone out of the four skills mentioned) had been made before I reached the scene.³ Needless to say, if I had not concurred

²Personal letter to W. P. Clark, dated 30 May 1949.
with the decision previously made as to this immediate objective as well as with the method developed in the earlier portions of *Latine legamus*, I should under no circumstances have undertaken the task I did. Regardless of how much confusion may still exist in the matter of these four skills as primary objectives in the teaching of modern languages, I cannot accept seriously for Latin any arguments advanced for the study of the other three skills aside from reading in connection with our regular students in high school and college.

The old ideas about acquiring writing and/or speaking skills as a means of learning the reading skill or of learning all the skills including reading at the same time without appreciable additional effort have been exploded as far as I am concerned. After the Agard-Dunkel Investigation, Harold B. Dunkel wrote, "It has yet to be demonstrated in the American situation that divided emphasis on several skills produces a satisfactory level of achievement in all of them." That this statement must be understood as use of litotes is shown by the more forceful joint statement made by Agard and Dunkel that only those taught the reading skill as a distinct attainment were able to

1 See Frederick B. Agard and Harold B. Dunkel, *op. cit.*, passim, but especially chaps. 2 and 8; Harold B. Dunkel, *op. cit.*, chap. 10; Mario Pei, *op. cit.*, pp. 395-413.


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demonstrate noticeable success in reading and that they felt they had conclusive evidence that "oral-aural and reading proficiency constitute separate, independent skills which do not develop one from the other, but rather only from direct training in each separately."¹

It was easy therefore for me to concur in the present case with reading proficiency as a primary aim along with those others who, whether interested in the Latin Language only or in Foreign-Language Teaching as a whole, have resolved their confusion concerning primary objectives and have decided that the primary aim in teaching a foreign language (or in teaching Latin) should be to train students to read said foreign language. Such resolution of the aforementioned confusion is implicit in the introductory portion of Miss Johnson's work,² and she states that many others have come to the same conclusion: 'The committee which carried on the Classical Investigation³ 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."\(^1\) It is not my intention to duplicate Miss Johnson's work, and so suffice it to add that she points out that "investigators recommend that the ability to read be the primary requirement in the first two years of foreign-language study."\(^2\) W. P. Clark's approval of the reading method is implicit in his sponsoring of Miss Johnson's as well as my own project. In addition, he states explicitly, "Remember always the objective is to cultivate skill in recognition . . . or reading skill,"\(^3\) and "We try to teach the reading skill."\(^4\) Then, too, the whole series of articles previously referred to\(^5\) is almost a gospel of the reading method. Norman J. DeWitt says, "I am with you on the reading method."\(^6\) The list might be prolonged ad nauseam, but such prolongation would serve no purpose. There can be no doubt that my concurrence in primary aim and method\(^7\) places me in good company.

Foreign-Language Learning and Teaching, however, is complicated by, and even cluttered with, other possible

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\(^1\)Sylvia Johnson, op. cit., p. 1.
\(^2\)Ibid., p. 39. For details see ibid., pp. 20-39.
\(^3\)"The Learning and the Teaching of Foreign Languages," Montana Education, XXV (April, 1949), 19. The quoted words are printed in bold-face type.
\(^4\)The Montana Kaimin, November 2, 1949, p. 3.
\(^5\)See p. vi, n. 1, above.
\(^6\)Loc. cit.
\(^7\)See pp. xxii and xxiii above.
objectives in addition to those that have been mentioned, which I found it necessary to consider even after the primary aim had been chosen, and I had accepted it. Naturally I do not quarrel with such objectives as "knowledge of the foreign country," "interest in the life and characteristics of its people," "ability to use orally and in intelligible fashion a small stock of the foreign words, phrases and sentences," "derivations and meanings of English words," "history, the institutions and the ideals of the foreign country, a better understanding of its contribution to civilization," "less provincial attitude," and others of similar nature. But I do not quarrel with them only insofar as the teaching of them does not interfere for elementary stu-

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1 I shall not attempt to list them here since such lists are available in Sylvia Johnson, op. cit., pp. 4-5, 17-18. When I find in these lists (pp. 4-5; ca. 1924) such items as "the habit of sustained attention," and "development of correct mental habits," I begin to wonder whether Paul Shorey was right when he said in 1910, "No rational advocate would now recommend either Latin or botany on the ground that it exercises the memory" (italics in the original; "The Case for the Classics," The Value of Humanistic Studies: The Classics and the New Education, A Symposium from the Proceedings of the Classical Conference held at Ann Arbor, Michigan, March 31, 1910. Reprint from the School Review, September, October, November, 1910, in University Bulletin, New Series, XI, No. 17, 39. This paper has also been published in Francis W. Kelsey [ed.], Latin and Greek in American Education [New York: Macmillan Co., 1911]). The fact that in the later lists (Sylvia Johnson, op. cit., pp. 17-18) such items disappear indicates that, slowly as it happens, progress, nevertheless, does take place.

2 Ibid.
dents (those who have not yet learned to read the foreign language with moderate ease) with the immediate objective of increased ability to read and understand the language (Latin, in this case). And I decided to touch upon them only in the very lightest and slightest manner in the pages of text and notes which follow, because, for the most part, these further objectives and their training rest upon the ability of the individual teacher to impart them to the students. My own experience has been that the vast bulk of students pay no attention to any material in their language texts except items which will help them to do the lesson more correctly and especially more quickly, or items which are specifically assigned for recitation purposes. As lessons, however, I feel that only reading material in the language being studied should be assigned. Assignment of lessons that are not reading material in the language, requirements other than the ability to read and understand (or translate, if necessary) cannot fail to be a betrayal of the primary aim. "Read and read and read," says W. P. Clark,¹

As I have indicated, however, many further objectives are desirable per se insofar as they can be imparted

¹"There are just three rules for learning to read a language: (1) read; (2) read; and (3) read" ("The Learning and the Teaching of Foreign Languages," Montana Education, XXV (February, 1949), 13.

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to the student without betrayal of the primary aim, but training in them and even their choice depends on the teacher and to a great extent on the teaching during the class hour. Paul Shorey has said in speaking of teachers of the Greek and Latin languages:

... the good teacher will almost in the same breath translate a great poetic sentence, bring out its relations to the whole of which it is a part, make its musical rhythm felt by appropriate declamation, explain a historical or an antiquarian allusion, call attention to a dialectic form, put a question about a peculiar use of the optative, compare the imagery with similar figures of speech in ancient and modern poetry, and use the whole as a text for a little discourse on the difference between the classical and the modern or romantic spirit; so that you shall not know whether he is teaching science or art, language or literature, grammar, rhetoric, psychology, or sociology, because he is really teaching the elements and indispensable prerequisites of all.\(^1\)

Professor Shorey was speaking from a rarified atmosphere, of course, of work with some of the best graduate students in the country, of Classics at the University of Chicago when its Latin and Greek Departments were among the best in the country.

The good teacher of today, however, while he may not in any of the elementary courses do all of the things that were mentioned by Professor Shorey and while he may not do them "almost in the same breath," may still do some of them and many other similar things in a far less rari-

\(^1\) *Op. cit.* (for full information see p. xxvi, n. 1, above), p. 45.
fled atmosphere. He may at different times, but still on frequent occasion, after translating a sentence, bring to bear his knowledge of the derivations and meanings of English words, his knowledge of the foreign country, past and present, make the musical rhythm of a poetical sentence felt by appropriate declamation, put a rhetorical question about a peculiar use of the subjunctive, point out a figure of speech, make a comparison between some portion of the sentence and English grammar or idiom, take up historical facts as they are hinted at in the Latin reading, call attention to a grammatical form, use appropriate places in the text to promote interest in the literature and art of other nations, and in general painlessly intrude any possible ultimate objectives which he personally feels desirable at moments when the text being read makes his individ-

1A good teacher, I believe, is constantly pulling students up to his own level, and not simply keeping himself down on their level. He will be "over the head" of all of the students some of the time (desirable if he does not carry it to the point where his teaching efficiency is impaired), and if the class contains students of widely varying quality and ability, he will be "over the head" of some of the students all of the time. Teaching efficiency is impaired by maintaining too low a level as well as by maintaining too high a level.

2Students frequently show greater interest in an explanation of a point that has first been put as a question than they do when the instructor is dwelling on and on. I use the word "rhetorical" because I assume that the good teacher would not expect an answer to such a question at an elementary stage, but yet might be painlessly laying the groundwork for later work in the field.

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ual remarks appropriate. Therefore, the fact that I have not encumbered my notes on the text which is the main part of this work with much that deals with such other objectives must not be construed as meaning that I intend them not to be considered by the teacher in his teaching.
CURRENT PROGRESS (?)

I said earlier that it is not my purpose to give a rehash of previous research on the subject of teaching or learning a foreign language, but I also said, in referring to the task I had undertaken, that I would comment briefly on the most important, well-rounded effort that is being made, and was being made, to improve the teaching and learning of elementary Latin, especially in the high schools of this country, concurrently with my own efforts on the present work, even if I do not myself agree on most points that the attack is being made in the right manner. I do understand, of course, that there are many isolated little experiments going on, which may or may not include much of great value for the teaching and learning of Latin. In many cases, perhaps in most cases, they are not intended as experiments but are simply variant methods of teaching elementary Latin worked out, in any one case, by a single teacher who has learned much about teaching from experience and study, who wishes to apply what he has learned in his teaching, and who has the ingenuity, ambition, and capacity for hard work necessary to produce his own materials and
texts for work with his students rather than to rely on
texts available and with which he feels that he cannot get
his best results.\textsuperscript{1} No study, however, has been made of what
is being done, or what has been done, by individual teachers,
or individual departments, off the beaten track in the teach-
ing of Latin (or other foreign language) so far as I know.
Reports of single efforts or of concerted efforts in a few
places appear in print from time to time,\textsuperscript{2} but a thorough
study on a national scale of what is being done by individ-
ual college teachers in elementary Latin or by individual
high-school teachers in their teaching of Latin, I submit,
would be an excellent and worthwhile study for a Master's
thesis in Latin or, perhaps, for a Ph. D. dissertation in
some Department or School of Education.

As an example of the sort of thing that is being
done by individuals, I have studied carefully the elementary
text\textsuperscript{3} used at the University of Colorado by W. M. Spackman.
He says in answer to a query by W. P. Clark, "Your letter
and others I am receiving suggest that there is a very great

\begin{quote}
\textsuperscript{1}Latine legamus, and the work being done at Montana
State University in the Department of Classical Languages
fall, of course, into this category.
\textsuperscript{2}See the bibliographies in Sylvia Johnson, \textit{op. cit.},
\textsuperscript{3}W. M. Spackman, \textit{Latin in Brief} (Colorado: Univer-
sity of Colorado, 1948; Copyright, 1948, W. M. Spackman).
Like the familiar, mimeographed texts in format, the typed
copy seems, however, to have been reproduced by some photo-
static process.
\end{quote}
deal more sensible Latin-teaching going on than my article would lead one to believe; and it's possible that if we did a little ganging up in a judicious way we might be able to beat the wretched highschools [sic] back into line." This is another indication of the number of variant methods being employed now and the necessity of such a study as I have referred to. However, my study of his work proved very disappointing to me. His only improvements on the methods of the early part of the century seem to be that he leaves out a few of the least essential grammatical items from the earliest weeks of study, that he throws the majority of the grammar which students once found too difficult to learn in two or three semesters at his own students in rather indiscriminate fashion in five to eight weeks with the fond feeling that because he does that his students learn it in five to eight weeks, and that he tells his students (and others) that Latin is easy. Besides that, his attempt to persuade

3 A study of texts in use in high schools during the last generation will show that the advisability of this improvement began to be recognized at least a generation ago, even if Spackman is a little more drastic than the majority of editors of elementary Latin books.
4 Latin in Brief, Foreword: "5 to 8 weeks of a college course"; "The Menace to Curriculum Reform," p. 296: "an average class is through it . . . in 7 weeks."
5 For example, ibid., p. 293: "Nor has anyone yet suggested the simple fact that Latin is a singularly easy language . . . ." (quoted in full, p. xxi, n. 4, above). From
by highly picturesque and emotional writing¹ in a field
the study of which is still in its infancy, where facts
chiefly are needed, and where those of us who are sincerely
and conscientiously trying to do our best are and have been
only feeling our way around, his oversurety in such a field,
his inability to see even a spark of value on the other
side, tend, for me at least, to destroy confidence in his
views and findings. Nevertheless, I do not doubt that he
may be an excellent teacher doing fine work in his own way
by a method which works very well for himself, since he is
obviously a man with a strong character and personality,
with the ability to put himself across, one who would not
fail to stimulate his students, make them and keep them
interested in the subject they are studying—qualities,

personal experience, however, I cannot accept the idea that
any who do find Latin hard or who have found Latin hard will
ever accept anyone else's statement that it is easy. At the
same time Spackman's statement, "Nor has anyone yet sug-
gested . . . ." seems obviously unfounded to me, since I
have met people from time to time who obviously found, or
who said they found, Latin "easy," or "an easy language.
In the study by F. C. Grise (as reported in The Classical
Investigation, op. cit., pp. 73-74 and n. 71: "F. C. Grise,
'Content and Method in High School Latin,' a doctor's dis-
sertation at the George Peabody College for Teachers,
1924"), of 3600 fourth-year high-school pupils asked why
they continued the study of Latin for four years, 4% gave
the answer, "Latin was my easiest subject" (ibid., p. 74).
¹See previous quotations as well as, "... the
reams of timid nonsense of the Classical Investigation could
be pitched back into the hellbox the printer composed them
from," etc. ("The Menace to Curriculum Reform," p. 293). A
page or two of the article just referred to would serve to
illustrate what I say here.

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along with others, that enable a teacher to teach well and effectively whatever the method he uses.

Perhaps a more representative picture of the current trend nationally in the teaching of Latin is given by W. L. Carr\textsuperscript{1} in a sort of twenty-five-year report on the Classical Investigation conducted by the American Classical League. W. L. Carr is co-editor of a Virgil text which uses marginal vocabulary,\textsuperscript{2} however, and that fact and the date of publication of the book are enough to label him progressive and a step ahead of actual practice.\textsuperscript{3} He indicates his own recognition of the fact that he is more progressive than some other teachers and editors by a sentence like this one, "And yet, if we examine some of the elementary textbooks in Latin still in use, we find explicit directions to the pupil to 'learn' the lesson vocabulary before attempting to read or to translate the story or the exercise of that particular lesson."\textsuperscript{4} His opinion is of some importance, at least, because he has edited or co-edited texts for three of the

\begin{footnotes}
\item[3] As indicated before, a study on a national scale of actual practice in the teaching of Latin has still to be done, and so it is impossible to do more than express an opinion.
\end{footnotes}

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four years of high-school Latin,\(^1\) and because these texts are among those in popular use today.

For his detailed suggestions the reader may wish to read his complete article. I was particularly impressed by the fact that the points he hammered home seemed at times to point to the work being done at Montana State University.\(^2\) He was actually emphasizing the necessity of carrying out various recommendations of the General Report of the Classical Investigation; for example, that in the study of Latin the immediate objective should be "the progressive development of power to read and understand Latin,"\(^3\) that "new words should first be met in an enlightening context," and pupils "should be trained to get the meaning of most new words through intelligent use of the context."\(^4\) He seems to want the efforts of pupils to be directed toward acquisition of recognition-knowledge of Latin words and forms, as

\(^1\) All available from D. C. Heath and Co. (New York) in the Heath Latin Texts. In addition to W. L. Carr and H. E. Wedeck, \textit{op. cit.}, for the year of Virgil: 1st year, Carr and Hadzsits, \textit{The Living Language}; 2nd year, Carr, Hadzsits, and Wedeck, \textit{The Living Language}.

\(^2\) Carr presumably knew nothing of the work at this university. My own article in the magazine of which he is an associate editor does give a hint of the work at Montana State University but did not appear in print early enough possibly to have influenced him in his own article (Henry D. Ephron, "Advocatus Diaboli," \textit{The Classical Outlook}, XXVII (March, 1950), especially p. 66).

\(^3\) "Functional Approach," p. 73. See p. xxiv and n. 3 above.

\(^4\) W. L. Carr, \textit{loc. cit.} (underlining in the original).
far as they are necessary in reading Latin as distinguished from the recall knowledge necessary in the reproduction of Latin. He wants less of the pupils' time and energy devoted to "fixing to get ready to begin to start" to read Latin.¹

He sums up in his own words as follows:

I am an advocate of a functional approach and, as far as is possible in a school situation, of functional methods in drill and in testing throughout the course, because I feel sure that these methods are more useful in gaining and holding the pupil's interest, in creating in him desirable attitudes toward his Latin, and in concurrently increasing in him those knowledges, abilities, and skills which will also function in his various other school activities and will function in those activities in which he will be engaged throughout his life—long after his study of Latin in school or college has ceased.²

Whatever the value of individual progressiveness on the part of teachers, in the long run, as I have indicated before, improvements on a national scale must come from advances that are made on a national, or partially national, scale, no matter how tiny or imperceptible such advances may be.³ The Classical Investigation⁴ was such an attempt and although its findings pervaded the country slowly, slowly but surely there appeared modifications in teaching and, more important, in textbooks used on a national scale,

¹Ibid.
²Ibid., p. 75 (underlining in the original).
⁴See p. xxv, n. 3, above.

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modifications that catered in some degree to the findings of the Classical Investigation. Currently the Committee on Educational Policies of the Classical Association of the Middle West and South is embarked upon an investigation on a grand scale of the study of Latin. This Committee, probably as early as nineteen hundred and forty-six, was drafting a plan for improvement of the two-year high-school curriculum. The plan, in the words of Fred S. Dunham, who made the introductory remarks at a Symposium held at Nashville, April 4, 1947, and commented on some of the high points of a conference held at the University of Chicago on February 22, 1947, "involves a restatement of objectives, a functional approach to the teaching of grammar, new reading material for the first year, the reading of Virgil's Aeneid during the second year, and the selection of a vocabulary which will take into consideration its usefulness as a source for building English words of Latin derivation." The investigation has been considered so important that The Classical Journal has once devoted a goodly portion of...
one issue to it\textsuperscript{1} and another time a space almost the equivalent of a full issue of the journal.\textsuperscript{2} The investigation even stirred up enough national emotion, perhaps because of the heretical idea of replacing Caesar with Virgil's Aeneid,\textsuperscript{3} and attracted enough public attention so that it made \emph{Time}, The Weekly Newsmagazine.\textsuperscript{4}

Many teachers prominent in the field of Latin teaching have commented favorably, or at least hopefully, on the investigation. Dorrance S. White says, "I look . . . . for enrichment from this experiment."\textsuperscript{5} Mark E. Hutchinson, after speaking favorably on many details of the investigation, says, "The Committee is to be highly commended for its courageous suggestions. I hope that both money and volunteer workers will be forthcoming to carry on the needed

\textsuperscript{1}The Report of a Symposium held at Nashville, April 4, 1947, referred to in the preceding note, \textit{ibid.}, pp. 67-90. To avoid confusion with the item next referred to, note that the volume number is XLIII.

\textsuperscript{2}"Toward Improvement of the High-School Latin Curriculum II," Report of a Symposium held at Milwaukee, April 2, 1948, \textit{The Classical Journal}, XLIV (November, 1948), 97-143. To avoid confusion with the preceding item, note the Roman numeral II in the title and the volume number XLIV.

\textsuperscript{3}Fred S. Dunham, \textit{loc. cit.}, and Gerald F. Else, "Objectives and Overview," \textit{ibid.}, XLIII, 77-79.

\textsuperscript{4}August 16, 1948; reprinted in \textit{The Classical Journal}, XLIV (November, 1948), 95. Regardless of one's opinion of \textit{Time}, a comparatively-long discussion of the investigation and project is significant.

\textsuperscript{5}"Comment on the Project," \textit{The Classical Journal}, XLIII (November, 1947), 87.

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experimentation which must be done."\(^1\) Carolyn Bock emphasizes the importance of that portion of the experiment that deals with the selection of a vocabulary.\(^2\) Jonah W. D. Skiles, in speaking of the investigation, says, "We have come of age."\(^3\) A year later such names as Frederick M. Combellack, William M. Green, Van Johnson, Henry C. Montgomery, Howard Comfort, Sterling Dow, were added as signatures to endorsements and approvals of the investigation from the Classical Association of the Pacific States, Classical Association of New England, American Classical League, American Philological Association, and the Archaeological Institute of America.\(^4\) To the original investigation has been added a project, preparation of materials for a first-year Latin course based on and leading to Virgil as well as experimentation with a course of this kind in a number of schools.\(^5\) Office space has been provided by the University of Chicago; \$7500 has been granted to the Committee by the American Council of Learned Societies through its Committee on a Language Program.\(^6\)

Since the investigation and project are still in their infancy, despite B. L. Ullman's encouraging remark

\(^1\)Ibid., p. 88. \(^2\)Ibid., pp. 88-89.  
\(^3\)Ibid., p. 89.  
\(^4\)Introduction (by B. L. Ullman) to "Toward Improvement of the High-School Latin Curriculum II," Ibid., XLIV, 98, 
\(^5\)Ibid.  
\(^6\)Ibid.  
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that "in some respects, the work is far advanced,"¹ it is impossible as yet to make any prognostications as to what effect they will have nationally on the teaching and study of Latin. That they will have slow but sure effect during the next twenty-five years seems to me to be as certain as that the Classical Investigation of a quarter of a century ago had its slow but sure effects on the twenty-five years that followed it. Many phases of Latin-language teaching have been and are being considered and those who are interested in all the details or in the details of any single phase can find them in just the two issues of The Classical Journal previously referred to.² Yet a glance at the list

¹Ibid.
of titles¹ should prove immediately disheartening to those who are interested in progress in the art of teaching students to read and understand Latin. Overemphasis on grammar is obvious, and slight interest is shown, if any, in the one important immediate objective of teaching the student to read and understand the language.

That those who are engaged in the investigation are sincere, or at least believe themselves sincere, I am sure. But are they perhaps misleading themselves with whatever has been in their hearts and minds till this time? "We should direct our attention to the improvement of proficiency in language, and relate the reading content, practice activities, and techniques to this purpose."² Is a remark like this only lip-service? Or are the people sincere in their remarks even when they do not then proceed to practice what they preach? Or do those individuals who make remarks of this sort merely deceive themselves as to what is in the minds and hearts of their associates, as Jonah W. D. Skiles


¹See preceding note for entire list.

²Fred S. Dunham, "Introduction," p. 68.
must have deceived himself when he said, "In placing emphasis on reading Latin as the basic immediate objective, the Committee is implementing the outstanding recommendation of the Classical Investigation"? For that this is not so is made explicit in the statement of the objectives of the two-year Latin course. The proficiency in language that is made the immediate objective is to be gained through: "(A) increased awareness of the structure of language as a skeleton of speech and thought; (B) an improved ability to understand and use English words of Latin derivation; (C) a knowledge of actual Latin words and phrases commonly used in English." 

In the ultimate objectives that follow, the general pattern of those given by the Classical Investigation is followed although there are differences in selection and emphasis. Then and only then, before he proceeds, in his own words, from τὰ τέλη to τὰ πρὸς τὰ τέλη, from a discussion of the ends to a discussion of the means, again a sincere-sounding, sensible-sounding discussion, does Else state that he has not mentioned explicitly "the primary immediate objective of increasing ability to read Latin." 

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1 "Comment on the Project," p. 90.
2 Naturally the investigation is assuming only two years of Latin in high school, since so very few students go beyond that.
4 Ibid., pp. 74-75.
5 Ibid., p. 75.
The next part of his statement seems to me such arrant nonsense that it is only fair to quote his exact words:

This objective is implicit rather than explicit in our statement, for the reason that we have tried to formulate the general grounds on which Latin deserves a place in the high-school curriculum. The ability to read Latin is not in itself a general ground; if it were offered as such the retort would be too easy, "Why read Latin at all?"

All the objectives stated are valid and legitimate objectives insofar as they can actually be taught without sacrificing the immediate objective of learning to read Latin, but when the ability to read Latin cannot be itself offered as the reason for studying and teaching Latin, then Latin is kaput. If ability to read Latin is not the reason for its study, then I submit there are no objectives that cannot be gained otherwise, through other study, without what then becomes a waste of the years spent in the study of Latin. And the famous, or rather infamous, last words, "Why read Latin at all?" could be used of all subjects in the curriculum with equal force, except for a very few like the reading and writing of English and elementary arithmetic. Of all those who are not going to specialize in a field requiring a particular subject, we could say, "Why study geometry at all? Why study German at all? Why study French at all?" Why did I study Botany? Why did I study Physics? Why did I study so much Chemistry? After all I have made no

\[1\text{Ibid.}\]
practical use of any of these subjects. Yet I still believe even now that they were all valuable parts of my education.

It is not necessary to learn to read the Latin language nor any other particular language in order to become "educated." But for those who wish it, the study of Latin can become a very integral, a very vital, and a very treasured portion of their education. Actually I myself started the study of Latin in high school without any specific reason in mind. It was suggested to me and I was vaguely intrigued. But I continued the study of Latin because I wanted to read Virgil in the original, and I continued it because I wanted to read Catullus, Horace, and others, in the original. A better example would be Greek, since I began the study of that at a time when I could and did make decisions for myself. I began that because I had an incurable desire to read, in the original, Plato, Aeschylus, Sophocles, Euripides, Aristophanes, Pindar, and others. Unless the student wants at least to make a stab at learning to read Latin, there is no reason for studying Latin.

"Latin is no universal elixir," says Warren C. Seyffert.¹ "It cannot cure all that ails a sick world. It cannot calm every troubled youth."² But for some, Latin along

¹Director of The Laboratory School at the University of Chicago.

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with Greek will continue to add meaning to life. Even among those who, after schooling is over, drop their reading of the Classics in the original, there will always be some who will feel like that anonymous ancient Greek who wrote:

Much lost I, something stayed behind,
    A snatch maybe of ancient song;
Some breathing of a deathless mind,
    Some love of truth, some hate of wrong.  

And there will always be some to say, as Paul Shorey said concerning the possible reduction of classical studies to the position of Sanskrit and Hebrew, "If you do, we shall faithfully hand on the torch of true scholarship to the audience fit and few that remains."  

In failing to make the reading of Latin explicitly the immediate objective, in pretending to educationists that it does not exist as an objective while assuring teachers of Latin that it does exist as an objective, but one that is implicit rather than explicit, the jittery Else and his associates are perhaps the victims of the common trap for many apologists for the Classics, namely, failure to realize that utilitarian objections apply and exaggeration of utilitarian objections can be used with equal force against the

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1Paul Shorey's translation, op. cit., p. 52.
2Ibid., p. 64.
"inferior substitutes which partisan advisers recommend in its place."1

Even the article on the functional approach2 is disappointing. At best it represents an improvement over older methods of teaching grammar. But overemphasis on grammar is still present in expressed theory, and practice always lags far behind theory.3 And even as an improvement in method, when Montgomery wants the accusative taught as the "immediate object, or goal, of an action or motion expressed by a verb or preposition . . . . either physical or mental,"4 I can sympathize with Miss Hazel Tompkins of the Cleveland High School, although in her remarks5 she shows herself at least fifty years behind the times and although she is defending nineteenth-century methods, when she says: "Try to get an untrained pupil of thirteen years straight from the elementary schools where they have avoided naming grammatical forms, to see the accusative as a 'goal of an action or motion . . . . physical or mental.'"6

1 Paul Shorey, _op. cit._, p. 69.
3 _Ibid._, p. 82: "The Committee believes in the necessity of grammar, and of as much grammar as possible, as soon as possible."
4 _Ibid._, p. 80.
5 "Vergil in Grade X—Can It Be Done?" _The Classical Journal_, XLIV (December, 1948), 216-18.
6 _Ibid._, p. 218.
Besides the obvious obsession with grammar on the part of the Committee, there is the usual interest in vocabulary frequencies based on mere count of occurrences, without any consideration of factors which tend to nullify the validity of such word counts and make their usefulness dubious from a pedagogical point of view. Recently an exceptionally fine study of the fallacy of frequencies has appeared. One of William Bull's conclusions, that "any word count is a statistically valid report only on what is included in it," and "does not represent THE language," does not invalidate George Lucas' word-count of Aeneid i-vi for pedagogical use in preparing the student for Aeneid i-vi, but the rest of Bull's conclusions, which he quite forcefully demonstrates to be true, show that his final expressed conviction on word-counts, that "their pedagogical usefulness is extremely dubious," is actually an understatement.

For purposes of the present work, I was most interested in the lack of correlation which Bull showed between frequency and utility, in his startling demonstration that

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1 George H. Lucas, "Vocabulary in Aeneid i-vi," pp. 108-21. Note the space this article covers! P. xlii, n. 2, above, shows the relative length of the articles devoted to this project.


3 Ibid., p. 470: the first quotation appears in italics; "THE": sic.

4 Ibid., p. 484.

5 Ibid., pp. 469, 482-83.
the most frequent words in a language are quite useless for purposes of understanding the actual content of the page one is reading, while the less frequent words of the lan-
guage without the more frequent words give the meaning of
the text quite effectively,¹ and in his discussion of
"Frequency vs. Meaning."² The student who has learned the
twenty-one Latin words that make up in running Latin one-
fourth of all the words met³ has not learned to read one-
fourth of all the Latin he will meet, but has actually
learned to read no Latin at all, just as the person who in
English has learned to spot and understand words like, "the,
be, and, to, for, a," and so forth, but only those, has
actually learned to read no English at all.⁴ Nor has a
student learned the twenty-one words referred to or any
other words until he has met them enough times in all their
meanings to learn them in all their meanings. "The assump-
tion," of course, "that the frequency of a word equates
... with the frequency of its meanings is demonstrably
fallacious and most dangerous pedagogically."⁵

¹Ibid., pp. 469, 472-74.
²Ibid., pp. 471-72.
³See ibid., p. 470, and n. 2, p. 484: from P. B.
Diederich, The Frequency of Latin Words and Their Endings
⁵Ibid., p. 471. Norman J. DeWitt, op. cit., agrees
emphatically with Bull's findings in discussing the question
of how much can be accomplished in Latin-learning in a two-
Because I was aware of the discrepancy between frequency of occurrence of a word and frequency of its meanings, although, as may be seen from the date of the article, I had not yet read it, I did not consider word-counts as very important for the preparation of the readings which form the text of this work. I was influenced also by a fact that I have never seen or heard mentioned by any other teacher or scholar. When a student reads an author, say Caesar, it is the words of high frequency in the author which do not give him any trouble. Vocabulary is one of the chief difficulties for any student, but the difficulty lies in the words which appear less frequently. Should the preparatory work leave out fifty of the most important words for the reading of Caesar, the first few pages of reading in Caesar would remedy the omission.

For the readings which I have prepared, however, I tried as far as possible to leave out words unimportant to the beginning student because of their relative infrequency and to include all words which might be considered particularly important because of their relative frequency for such year high-school course: "... we have been influenced by the frequency-fallacy; ... if a student learns a certain number of high-frequency words, he will 'know' say 87.34% of all the words he will meet ... , if the two-year course is built on these words, he theoretically will know 87.34% of the words in the language. I think William Bull's article in the May Classical Journal pretty well disposes of that fallacy."
authors as Livy, Virgil, Caesar, Cicero, and Ovid.\(^1\) Because of the small number of words which can be assimilated by the student in elementary work, I found that for the most part the words most frequently used would be useful for any author of those mentioned who might be chosen as a first author for the student after the reading of the present selections. There is no need therefore to feel that these selections are a preparation for the reading of Livy. In fact, I am sure that although these selections have been based on the text of Livy, the student after reading them would nevertheless find Caesar much easier to read and understand than Livy, Cicero somewhat easier, and Virgil definitely easier after the first few days.\(^2\)

To fortify my own knowledge of which Latin words to include, in spite of the fact that I did not consider the matter overly important, I did make my own word-counts of a few pages of each of these authors. I chiefly used the information gained thereby to find words of relatively high frequency which had somehow been omitted in our previous texts. Sometimes, too, I used the information to help me make a choice in the case of synonyms or different ways of saying the same thing, or a decision as to whether to in-

\(^1\) I shall deal with the question of choice of authors in the following portion of this discussion.

\(^2\) The first encounter with Latin poetry, probably because of word-order, always seems to come as a shock to students, and it takes them a few days to get their bearings.
clude a passage or not. For the most part the words used were determined by the text used, by the fact that it is almost impossible to get along without the most important words anyway, and by my determination to retain as large a proportion as possible of actual Livy text, of the words, phrases, clauses, and sentences that Livy actually used, with as little marring as possible, since I was always painfully aware that every time I tampered with Livy's way of saying a thing the magic disappeared from his Latin, and since to learn to read Latin the student must meet as often as possible Latin as the Romans themselves used it.

The major emphasis of the investigation of the Committee on Educational Policies is on the question of a first author after the teaching of elementary Latin: Caesar or Virgil? The choice is one of particular interest to teachers of Latin because in high school for the vast majority of students the first author is the only author. This portion of the investigation has advanced in emphasis to the point of becoming the special project towards which the American Council of Learned Societies through its Committee on a Language Program has granted the sum of $7500. The

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1 See list of titles in n. 2, p. xli, above.

2 "If most schoolkids are only going to take two years of Latin, why not give them 'the best Latin'? Why not give them Vergil and his *Aeneid*?" *The Classical Journal*, XLIV, 95. See also Gerald F. Else, *ibid.*, XLIII, 76-77.
avowed purpose of the project is to prepare materials for an elementary course that will be based on and will lead to Virgil, and to experiment with such a course in a number of schools. I do not doubt that the result of the project will be textbook "ballyhoo," and the use in many schools of Virgil as a first author at the very least. This will happen regardless of the actual results that are obtained in the experimentation. That is not to say that the results will not in many cases be good. With the right teacher and the right students I believe that they would always be good.

The problem of a first author has been one that has not only interested us at Montana State University, but also one that has never been resolved. It has interested me particularly in connection with my present task. After I had read about the project of the Committee on Educational Policies and found the idea of Virgil as a first author interesting, I decided to try a little experiment myself. Although Virgil had never been used here as a first author and Caesar had not been so used for many years, I used Virgil's Aeneid so one year and Caesar the next. I performed the experiment with this task in mind and had intended to report the results here, but since in a moment of lightheadedness I

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1 B. L. Ullman, *ibid.*, XLIV, 98.
2 Winter, 1949. Without a text with marginal vocabulary such as Carr and Wedeck, *op. cit.*, which I used, the experiment would have been impossible on account of the vocabulary difficulties involved.
wrote up the Virgil class and sent it to an appropriate magazine and since the "write up" has already appeared in print it will be unnecessary for me to go into details here.¹

My first sentence revealed the point I was trying to make in my article: "The argument concerning the possible substitution of Aeneas for Caesar in that spot of the curriculum which Caesar has long held by 'squatters' rights' gains its point (or paradoxically perhaps fails to have any point) because of the human equation involved in the student."² Adduce almost any point you wish and it may be demonstrated as true for one student, untrue for another. Virgil as a first author may be demonstrated successfully with one group, equally unsuccessfully with another. My conclusions are given in the last paragraph:

... the human equation prevents any solution to the question. The author that proved best for one student or group might not prove best for another student or group—just as there is no one "best" method of teaching a language to all students. My own solution is to accept the fact that there is no solution except for an individual or a group, and to decide each year on the basis of the students I have

²See my "Advocatus Diaboli," p. 66.
that year what author I shall use as a first author. Let it be Caesar for one group, Cicero for another; Terence for one, Vergil for another, depending on the interests and capabilities of the particular group. But in high schools, as a general rule, for various reasons, this solution would not be feasible. So what have you?

My Caesar class a year later, which unfortunately was composed of only three members, of whom only one had taken elementary Latin with me, can hardly be used to prove anything. But my results did indicate to me that I was on the right track when I said that "it seems obvious to me that it will be easier for the student to learn to read Latin (and for the teacher to teach it) by way of the prose of Caesar than by way of the poetry of Vergil." Leaving out one of the three students, who managed the basketball team and did not find time to do any work on his Latin course, I did find that the other two students could read Caesar after the first week with sufficient ease so that by going rapidly through the text they maintained a strong and active interest in the content. Had they read the material as slowly as I did when I was in high school, about one-fifth as fast, I assume, they would have found the material as boring as I did. And I felt that they learned more Latin during that time than they would have learned by reading the Aeneid.

\[1\text{Ibid.},\ p.\ 67.\quad 2\text{Ibid.},\ p.\ 66.\quad 3\text{They read the first four books and selections from the three other books. They completed the material in ten weeks of five classes each.}\]

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for the same length of time and more than all but one of
the preceding year's Virgil class actually did learn in
their first ten weeks of the *Aeneid*.

Yet the results of the Virgil class did warrant its
use if those students were planning to end their study of
Latin with their first author, and for those students who
are planning to read only one author perhaps the investiga-
tion is right in planning to make that author Virgil.¹ But
with my own idea that there is no solution except for an
individual or a group, and that a separate decision should
be made each year on the basis of the particular students of
that year, I felt that the graded readings that I was editing
should prepare students, as far as such a limited amount of
text could, to attempt not any one particular Latin author
but any of the authors commonly considered not too difficult;
for example, Caesar, some Cicero, Terence, Virgil, and
others. And with this in mind I felt forced to make the
material more difficult than I would have found necessary
if I had been deliberately preparing the way for Caesar.

¹See Norman J. DeWitt and John B. Titchener, *opp.
citt.*, in n. 1, p. liv above. DeWitt argues in favor of the
new move to Virgil as a second-year author and on the ques-
tion of value as literature has "the dice loaded" on his
side. His "Should Caesar's specialized vocabulary be synon-
ymous with Latin in the minds of the educated public?" would
be hard to down ("Reply to Professor Titchener," p. 87).
Titchener, however, presents a surprisingly able defense of
Caesar and makes me feel that Caesar is not licked yet.
VI

TRICKS OF THE TRADE

I said earlier that I would also discuss certain aspects of the teaching of Latin by the reading method employed in *Latine legamus* which I have come to consider important. From this it must not be supposed that I am trying to dictate to any experienced teacher how to teach. Individual teachers will, of course, solve their own problems by methods most suited to themselves. Problems that arise from a particular method, nevertheless, may be simplified by a discussion of one teacher's efforts at solution. In the present case, because I was sincerely interested in the method of teaching Latin involved, I imposed upon myself during the period of this undertaking a study of the particular difficulties that arose and made attempts to resolve these difficulties. Personally I believe that final results have been good and that many of the points which follow would have significance in the teaching of Latin by any method.¹

¹ I shall try not to burden this section with many references in footnotes. It may be assumed that much of what I have to say is not original with me, not new in any way. Likewise the assumption may be made that even some
Perhaps the most important single detail in teaching to which the *Latin legamus* method lends itself is the item of pleasure.¹ The teacher must help the student to enjoy Latin not only as a literature but also as a language. To do this he must put across to his students his own sincere enjoyment of the subject he is teaching. When he fails to do that, he must fail to be effective in his teaching.

Revilo P. Oliver says, "While the teacher's ability to feel and communicate pleasure in her subject is fundamental to things which I believe to be original with me are not, that they have been assimilated by me from other sources in the past more or less effortlessly until they have come to seem to me my own after all memory of their sources has disappeared. It would be impossible for anyone to study under many expert teachers, even those whose methods he criticizes, without at the end owing most of his teaching ability and most of his teaching devices to them. To their help must be added all that has been imbibed through reading articles and essays on the subject of teaching, studying books, listening to talks of experts and pseudo-experts, and discussing and arguing pros and cons with more or less expert colleagues.

I do feel that the details of much of what I present here are my own because I labored and experimented and analyzed mightily, preparing and discarding, amending and adding. Naturally there is no originality in the synopsis or in the list of prefixes, but things like an alphabetical list of the middle of words are either original or else independently discovered. Certainly I do not remember ever having run into such an idea before either in speech or writing.

One opportunity for real originality there is, and that lies in the elasticity of one's teaching. Elasticity is one of the most important factors in any method of teaching a language. Possibility of change from year to year, depending on the needs of the particular class, is a need that cannot be overemphasized. Such aids as I am discussing in this section supply elasticity. One class may need more aids, another less; one may need aids on certain points, another on other points.

¹See Revilo P. Oliver, "Latin for Pleasure," *The Classical Weekly*, XLII (February 7, 1949), 130-34.
all good pedagogy, it is particularly important in the teaching of Latin, which now suffers from the reputation of being a gloomy, as well as a difficult, subject.\(^1\) He says that if Latin is to survive in the curriculum, it "must live in the minds of its teachers."\(^2\) And the only way to enjoy Latin, for student and teacher alike is to read it—the more the better, the more constantly the better. *Latine legamus*, again, lends itself to this, because it can be assigned in comparatively large amounts. Within limits, the more the teacher assigns per day, the better the results. The teacher must gauge the best amount for each individual class. In too small amounts the method would be no better than nineteenth century methods. Assigned in the most effective quantities the translation of the Latin "can be attractive rather than a chore and a task with the dictionary."\(^3\)

Harry L. Levy says, "... our classroom methodology should be as transparent as possible; we should make our students aware, as we ourselves should be aware, of the purpose served by each item of teaching procedure."\(^4\) I do not believe that many teachers will object to that statement and I have certainly myself always conformed to it and found it an effective teaching device to make students so aware.

\(^{1}\text{Ibid.}, p. 130.\)  
\(^{2}\text{Ibid.}, p. 133.\)  
\(^{3}\text{Sister Mary Gratia, "Translation in Beginning Latin," The Classical Weekly, XLII (April 16, 1949), 219.}\)  
\(^{4}\text{"Some Translation Techniques," ibid., XLIII (November 14, 1949), 8.}\)
In the things that I tell my students, aside from the informal teaching of grammar which falls to the lot of the teachers who use Latine legamus, and aside from matters not aimed at the almost exclusive purpose of the first quarter of Latin, the reading and understanding of elementary Latin, I keep points such as I have just made in mind. As an example of the sort of thing I consider necessary to say to the student,¹ I tried to recall at one point of an elementary quarter of Latin a few of the things which I had actually said to the class and which I had felt had proved effective. I shall give them below much as I would actually say them to students, as if I were addressing the students themselves. It must be understood that, although I give them here as if in a single continuous statement, the separate points were made at different times, each, I hope, at an appropriate moment. I probably do not need to point out that they are from the earliest part of the course.

¹There are many similarities between English and Latin, in roots and meanings, in actual words, and in gram-

¹That material of this kind, oral and/or written, is important for the student, I do not believe many teachers will deny. Inexperienced teachers who feel the need of more material than the tiny sample I am going to give should subscribe to several of the classical magazines which cater to teachers and read the articles—but critically. For another teacher's idea of material with which to start off beginning Latin students, see the Foreword to W. M. Spackman, Latin in Brief, preceding page 1.
mar. Make full use of these similarities from the beginning. These similarities represent the amount of Latin that you know before you begin the study of the language. Do not be afraid to make use of all knowledge you already have. For example, *machine fabricata est*: you should not need to study Latin to recognize, "machine fabricated is."

"Your real aim should be simply to understand Latin as Latin. Read it and understand it as you read it— as Latin, not as English. A secondary aim that is a means to this end is translation into English. In elementary work much of the emphasis is placed on this secondary aim. When translating, the translation must be in correct, idiomatic English: idiomatic rather than idiotic. You should arrive at such a translation by means of your knowledge of literal meanings of roots, tense signs, endings, and prefixes. The literal meaning might come out this way: "Aeneas kisses to the son of him did." But as translation that is not at all acceptable. An acceptable translation would be: "Aeneas kissed his son."

"Accomplishment in the course will be rated (first) on your ability to set Latin into the correct meaning in correct, idiomatic English. Keep the translation reason-

1As I said in the paragraph above, this is actually the secondary aim, but when teaching through translation, it becomes necessary in elementary work to overemphasize the secondary aim as a means to the primary aim of reading and understanding the Latin as Latin.
ably literal, but never sacrifice your English to keep it literal; (second) ability to read the Latin in Latin, showing by your pauses, by tone of voice, etc., that you understand the Latin you are reading; (thirdly) means used to achieve the first two aims, such as recognition of forms and their correct literal translation. If and when you achieve the first two aims, you will not be graded on the basis of the third, since the third is only a means to the first two.

No matter what method of teaching is used, the learning of any language becomes simply the process of finding out a fact and remembering this fact. To a great extent, learning a language is a sheer job of memory. The more one uses one's head, however, the less actual memorizing he needs to do. It is to be assumed that anyone capable of college work is capable of using his head. The way this course is planned you will need to (1) use your head; (2) make sense in translating. A translation which does not make sense is no translation at all. A translation which makes sense but has an error or more in it is merely not an "A"-translation. Such errors will be corrected. Be bold in translating and make sense. Particularly, don't be afraid to make sense.¹

You would recognize, "He was carrying," as three words. In Latin the three words are now written as one word:

¹Harry L. Levy, _op. cit._, p. 6: "The test, as always, is that of sense."
portabat. For your purposes you are translating three words (literally): porta-ba-t; porta, the stem; ba, the tense sign; t, the personal ending. The literal meaning is, "he was carrying," but you will probably end up by translating, "he carried." Similarly in the case of a noun or adjective, consider the ending as a separate word which you must translate; for example, the dative militi: milit-i, the stem milit, and the ending i (= "to" or "for"): "to" or "for the soldier." Sometimes words have beginnings (that is, prefixes) on them; for example, ad: "to"; venire: "to come." The word advenire equals ad + venire, "to come" + "to," or "to come to." Learning to translate or to understand requires first the learning of the meanings of the roots of the words (or of the words themselves) and of the endings, beginnings, and sometimes middles (like the -ba- in portabat). Knowing the meaning of the root is often more important than knowing the meaning of the word itself. For example, take GEN: Virgil has in the first six books, not counting compound words (words with prefixes attached) the following words: gener, generator, genero, genetrix, genialis, genitor, genitus, genius, gens, genus. Some of these words you may have to learn separately but by all means learn that GEN may mean the idea of "beget"; that is, "beget" as in "Abraham begat Isaac." Or if you will, think of it as something to do with "being born," or "birth." genero -are means "to beget," since it is a verb. -tor means "the man
who, and so: generator; -trix means "the woman who," and so: generatrix; that is, father and mother (so also genitor, "sire, father"). genus -eris means "origin, race, offspring." gens, gentis means "a related group of any size: clan, race, people, nation," etc. If you remember the meaning of GEN, you should have no difficulty remembering most of these words. This must not be construed as meaning that all words with GEN in them are related. The phenomenon you meet in English: "lead," you will also meet in Latin: is it the name of the metal, or is it the verb: "to lead"?

The big job in the learning of any language is the gradual (it has to be gradual) learning of the meanings of the roots and words of the language. Consider the number of words in Webster. You will keep learning the meanings of roots and verbs as you translate Latin. You couldn't keep from it if you tried. But make an effort to remember each word you meet because if you do that, you will not have to look the word up as many times, and the less often you have to look each word up, the less time each lesson will take to prepare. The easy part is learning the beginnings and endings and tense signs, because they are comparatively few and therefore comparatively easily learned, and once learned you will have very little difficulty in translating any Latin of which you know the vocabulary (except for an occasional idiom).

Constantly practice reading the Latin aloud, and keep in mind, as you read each word and phrase, the meaning
of what you are reading. When you have said a word or phrase a sufficient number of times while thinking of the meaning, the meaning for that word or phrase will become instinctive whenever you read it. As you go along in the course, the more of the lesson you know instinctively, the less time the preparation of the lesson will take. And more important, if you practice the reading of Latin until you can read the words without an effort, you will learn the meanings of new words more easily, you will retain the meanings of words that are old friends more easily, you will relearn words you have forgotten, more easily. To be easy to remember, a word must be an entity to you the moment you see it, and not a group of letters to be painstakingly sounded out. And so you must pronounce new words you meet to yourself, or preferably aloud; roll them over on your tongues and think of their meanings as you do. Read the phrases as phrases and roll them over your tongues. In fact, read, read, read! In the long run you will be spending less time on your lessons, not more.¹

¹By calling on students in the early part of the course, more for reading in Latin than for translation, I have managed to put this point across reasonably well, and a device that I had planned to use in order to convince them I was right I have never yet found necessary to use—in a Latin class. I can illustrate it, however, by the use I made of it in the case of two Greek students.

These two students were obviously not convinced of the importance of practicing the reading of the Greek and at the end of the first quarter were still reading Greek words with a distinct effort and obvious agony a syllable at a time. They were both working conscientiously on the
As aids to their learning of grammar, I supplied the students in either typed or mimeographed form, such lists, plans, or charts, prepared by myself, as are exemplified by preparation of the lessons as far as the translation was concerned, but they were not getting the results they should have from their efforts. I decided to try to convince them that one factor and an important one that was causing the preparation of a lesson to take them as long as it did and that was making it exceptionally difficult for them to remem­ber the meanings even of words they had met many times was their failure to practice the reading of Greek till they could recognize a Greek word as a word when they saw it.

"When you see an English word, it is a word to you in¬stantly," I said. "Therefore, it is not hard for you to learn a new word or a new meaning. But the Greek word is just a bunch of letters to you. You have no feel for it. It's not an entity to you with which you can become familiar and friendly. You can't take hold of it with your mind. And so you find the work much harder than you would if you were to practice the Greek till you could recognize each word quickly and easily. And what should take you an hour takes you several hours for the same reason."

I then gave them each a list of ten simple English words (link, clue, garter, etc.), but each word with a meaning unknown to these boys. I allowed them ten minutes to learn the list of words and meanings. Then I gave them a list of ten Greek words they had never met, each with one meaning, and that of a type similar to the meanings of the English words. On the English words one boy studied for two minutes and the other boy for eight minutes. On the Greek words both boys took the full ten minutes. At exactly twenty minutes after the boys had begun to study each of the lists I gave them a matching test on each group of ten words. (I used typed forms and added several additional words to each list.)

On the English the boys took, as nearly as I could measure it with a second-hand, 50 seconds, and were both 100% right. On the Greek each of the boys was only 80% right, and what is more significant, one boy took 4 minutes, and the other boy took 4 1/2 minutes.

There was a distinct improvement in speed of reading Greek during the next week, but more important was the obvious change in attitude of the boys toward that task.

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Figures 1-9 included in this section. Since their purpose and use are obvious, it will not be necessary for me to comment on each of them. It must be remembered, however, that they are given to the students after they have met and are meeting the items involved in the individual figures. As lists given beforehand to be memorized they would be no more effective for the reading and understanding of Latin than the beforehand memorizing by rote of all

CASE-UNDERSTANDING AT MOST ELEMENTARY STAGE

NOMINATIVE: the subject
GENITIVE: "of, 's" (= English possessive case)
DATIVE: "to" or "for" (= English indirect object)
ACCUSATIVE: direct object of verbs; object of prepositions (= English objective case)
ABLATIVE: "with, from, by, in" or "on," etc. (= the "carry-all" case)

FIGURE 1

the paradigms that was required half a century ago. In each case the student should have met all or most of the items included in the figure before the figure is given to him whether for reference in checking things he has forgotten or to help solidify in his mind what he has already learned, but too vaguely.

The figures, too, represent information given to the students by one means or another in partial form, usually on
the board. In Figure 1, for example, each case should be explained, as it is met, in its simplest form. Although other meanings will gradually be learned, the majority of occurrences can be understood from the information supplied in Figure 1. Figure 2, the product of the horizontal study of case-endings instead of the older method of vertical declension-study, represents the completion of many stages of learning for the elementary student. At first the largest part of the chart will be blank. Gradually the chart can be given with more and more of its spaces filled as the student meets more and more of the endings. Gradually the student should learn that there are declensions numbered from one to five for convenience, that the number merely indicates the vowel in which the stem ends, what the vowels are. At the same time it should be impressed upon the student that he need make an effort to memorize only the case-endings, but that these should be memorized as perfectly as possible. How the student learns them does not matter. But learn them he must. If he learns them simply by meeting them in the text, it spares him any further effort, but most students find it desirable after they have met most of the endings to make a concentrated effort to settle all the dust they have

1 Although I have never seen a chart exactly or even nearly like Figure 2, the teaching of the cases "across the board" (The Classical Journal, XLIV, 95) is beginning to get publicity. See especially Waldo E. Sweet, "The Horizontal Approach," The Classical Weekly, XLIII (January 23, 1950), 118-21, an article entirely devoted to this subject.
LATIN CASE-ENDINGS

<table>
<thead>
<tr>
<th>Declension:</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowel</td>
<td>ã</td>
<td>o</td>
<td>i</td>
<td>u</td>
<td>ë</td>
</tr>
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</table>

**SINGULAR**

<table>
<thead>
<tr>
<th>Case</th>
<th>Nom</th>
<th>Gen</th>
<th>Dat</th>
<th>Acc</th>
<th>Abl</th>
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</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>a</td>
<td>ae</td>
<td>ae</td>
<td>ae</td>
<td>ae</td>
</tr>
<tr>
<td>Genitive</td>
<td>i</td>
<td>i</td>
<td>ë</td>
<td>i</td>
<td>i</td>
</tr>
<tr>
<td>Dative</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
</tr>
<tr>
<td>Accusative</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Ablative</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
</tbody>
</table>

**PLURAL**

<table>
<thead>
<tr>
<th>Case</th>
<th>Nom</th>
<th>Gen</th>
<th>Dat</th>
<th>Acc</th>
<th>Abl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>ae</td>
<td>rum</td>
<td>rum</td>
<td>rum</td>
<td>rum</td>
</tr>
<tr>
<td>Genitive</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
</tr>
<tr>
<td>Dative (&amp; abl.)</td>
<td>ë</td>
<td>bus</td>
<td>bus</td>
<td>bus</td>
<td>bus</td>
</tr>
<tr>
<td>Accusative</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
<td>ë</td>
</tr>
</tbody>
</table>

**VOCATIVE:** The Vocative Case is the same as the nominative except short ë in II masculine singular.

**NEUTER** nominative and accusative always alike.

**NEUTER** plural nominative and accusative always in short ë.

**DATIVE** and **ABLATIVE** PLURAL always alike.

FIGURE 2
raised in their minds. After the endings have been learned and the student is ready for more advanced knowledge, it is important to press upon him the fact that no noun is finally mastered without a knowledge of its nominative and genitive singular, nor an adjective without comparable knowledge.

The teaching of the declension of adjectives would be simply wasted time. The student will need to know in time that adjectives are declined either like nouns of the first two declensions or like nouns of the third declension. Even at a slightly more advanced stage all the student needs to know of the declension of adjectives (including participles and comparatives) is the nominative singular for all three genders, and in a minority of cases the genitive. Comparison of adjectives and adverbs can be easily taught as met. Irregular forms (including the irregularity of pronouns) should be taught as they are met. In all cases the teacher must keep in mind that in elementary courses only the ability to recognize and translate forms correctly is of importance. Figure 3 supplies the student with an easy means of looking up an ending that he fails to recognize and answers the one important "gripe" of the poorer students: the fact that they waste so much time looking up a form which they should know but do not know.¹ This al-

¹Note that this was equally true of the poorer students under the old memorization method—if not more true.

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LATIN CASE-ENDINGS IN ALPHABETICAL ORDER

- note length of vowel!!!

a nom. sing. (I); neuter nom. and acc. plur. (all)
ā abl. sing. (I)
æ gen. and dat. sing. (I); nom. plur. (I)
am acc. sing. (I)
ārum gen. plur. (I)
ās acc. plur. (I)
e voc. sing. masculine (II); abl. sing. (III);
neuter nom. and acc. sing. (III)
ē abl. sing. (V)
ēbus dat. and abl. plur. (V)
ēī (or ei) gen. and dat. sing. (V)
em acc. sing. (III), (V)
ērum gen. plur. (V)
ēs nom. and acc. plur. (III, V); nom. sing. (V)
i gen. sing. (II, V); nom. plur. (II); dat. sing.
(III, IV, V); abl. sing. (III)
iā nom. and acc. plur. neuter (III)
imbus dat. and abl. plur. (III, IV)
im acc. sing. (III)
is gen. sing. (III)
īs dat. and abl. plur. (I, II); acc. plur. (III)
ium gen. plur. (III); nom. sing. (II)
īsus gen. sing.
ō dat. and abl. sing. (II)
ōrum gen. plur. (II)
ōs acc. plur. (II)
s (no vowel) nom. sing. (III)
ū abl. sing. (IV); all forms of neuter sing. IV except gen.
ua neuter plur. nom. and acc. (IV)
ubus dat. and abl. plur. (IV)
uf dat. sing. (IV)
um gen. plur. (all); nom., acc. sing. (II); acc. sing. (IV)
us nom. sing. (II, IV)
ūs gen. sing. (IV); nom., acc. plur. (IV)
umum gen. plur. (IV)

FIGURE 3

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alphabetical list is given simply for reference. For learning purposes Figure 2 is better.

The verb forms can be taught in the same simple manner as the nouns and adjectives, without paradigms. The teacher can bring in the fact of the four conjugations, their vowels, the thematic vowel, the importance of learning a

<table>
<thead>
<tr>
<th>LATIN VERB-ENDING AND MEANINGS</th>
<th>thou = 2nd person singular</th>
<th>you = 2nd person plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVE</strong></td>
<td><strong>PERFECT ACTIVE</strong></td>
<td><strong>PASSIVE</strong></td>
</tr>
<tr>
<td>-ō = I (or -m)</td>
<td>-I = I</td>
<td>-r = I</td>
</tr>
<tr>
<td>-s = thou</td>
<td>-istī = thou</td>
<td>-ris = thou (or -re)</td>
</tr>
<tr>
<td>-t = he (she, it)</td>
<td>[-it = he]</td>
<td>-tur = he</td>
</tr>
<tr>
<td>-mus = we</td>
<td>[-imus = we]</td>
<td>-mur = we</td>
</tr>
<tr>
<td>-tīs = you</td>
<td>[-istīs = you]</td>
<td>-minī = you</td>
</tr>
<tr>
<td>-nt = they</td>
<td>[-ērunt, -ēre = they]</td>
<td>-ntur = they</td>
</tr>
</tbody>
</table>

Present Imperative Active: ______ = "thou"; -te = you
(The Passive uses the second person endings above)

Infinitives: -re (pres.act.); -rī (pres.pass.); -isse (perf.act.)

FIGURE 4

verb by the infinitive, and detailed explanation of the perfect system, active and passive. Figures 4 and 6 show virtually all the student needs to learn perfectly during elementary work, regardless of what method he uses to learn them, except the perfect system. The teacher will find it desirable to point out to students, as they meet examples,
LATIN VERB-ENDINGS AND MEANINGS
IN ALPHABETICAL ORDER FOR REFERENCE

-thou (imperative active)
-erent they (perfect active)
-I I (perfect active)
-isst to have (perfect active infinitive)
-ist husband (perfect active)
-istus your (perfect active)
-m I (active)
-mini you (passive)
-mur we (passive)
-mus we (active)
-n they (active)
-nitur they (passive)
-o I (active)
-r I (passive)
-re thou (passive); they (perfect active); to (infinite passive)
-ref to be (infinite passive)
-ris thou (active)
-s thou (active)
-t he (she, it) (active)
-te you (imperative active)
-tis you (active)
-tur he (she, it) (passive)

FIGURE 5

-lxxiii-
LATIN TENSE-SIGNS IN ALPHABETICAL ORDER
(and other middle portions of verb-forms as hints)

-a- pres. ind. 1st conj.; pres. subj. 3rd conj.
-ba- "was," imperfect indicative
-ba- "will," future indicative of 1st and 2nd conjugations
-bu- pres. ind. 2nd conj.; pres. subj. 1st; fut. ind. 3&4
-se- present subjunctive 2nd conjugation
-sa- "had" (pluperfect indicative)
-si- "will have," future perf. ind.; perf. subj.
-i- present indicative 3rd and 4th conjugations
-ia- present subj. 4th conj. (also sometimes 3rd conj.)
-ie- fut. ind., "will," 4th conj. (also sometimes 3rd)
-sisse- pluperfect subjunctive
-
d- future passive participle (gerundive, gerund); "must"
-nt- present active participle, "-ing"
-re- (= pres. inf. + personal ending) imperfect subj.
-su- perfect passive participle (-sa -si -so -sa -so-)
-tu- perfect passive participle (-ta -ti -to -ta -to-)
-ur- future active participle

FIGURE 6

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## Conjugation

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres. infin.</td>
<td>amâsc</td>
<td>monère</td>
<td>tegere</td>
<td>audîre</td>
</tr>
<tr>
<td>Perf. infin.</td>
<td>amâvisse</td>
<td>monuisse</td>
<td>têxisse</td>
<td>audîvisse</td>
</tr>
<tr>
<td>Pres. ind.</td>
<td>amat</td>
<td>monet</td>
<td>tegit</td>
<td>audit</td>
</tr>
<tr>
<td>Imperf. ind.</td>
<td>amâbat</td>
<td>monébat</td>
<td>tegébat</td>
<td>audiébat</td>
</tr>
<tr>
<td>Future ind.</td>
<td>amâbit</td>
<td>monébit</td>
<td>teget</td>
<td>audiet</td>
</tr>
<tr>
<td>Perf. ind.</td>
<td>amâvit</td>
<td>monuit</td>
<td>têxit</td>
<td>audîvit</td>
</tr>
<tr>
<td>Pluperf. ind.</td>
<td>amâverat</td>
<td>monuerat</td>
<td>têxerat</td>
<td>audîverat</td>
</tr>
<tr>
<td>Fut.perf.ind.</td>
<td>amâverit</td>
<td>monuerit</td>
<td>têxerit</td>
<td>audîverit</td>
</tr>
<tr>
<td>Pres. subj.</td>
<td>amet</td>
<td>monéat</td>
<td>tegat</td>
<td>audiat</td>
</tr>
<tr>
<td>Imperf. subj.</td>
<td>amâret</td>
<td>monéret</td>
<td>tegeret</td>
<td>audîret</td>
</tr>
<tr>
<td>Perf. subj.</td>
<td>amâverit</td>
<td>monuerit</td>
<td>têxerit</td>
<td>audîverit</td>
</tr>
<tr>
<td>Pluperf.subj.</td>
<td>amâvisse't</td>
<td>monuisset</td>
<td>têxisset</td>
<td>audîvisset</td>
</tr>
</tbody>
</table>

## Participles

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>乙肝</th>
<th>têxeris</th>
<th>audîvisset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres. act.</td>
<td>amâns-antis</td>
<td>monëns-entis</td>
<td>tegëns-entis</td>
<td>audiëns-ntis</td>
</tr>
<tr>
<td>Perf. pass.</td>
<td>amâtus-a-um</td>
<td>monitus-a-um</td>
<td>tectus-a-um</td>
<td>auditus-a-um</td>
</tr>
<tr>
<td>Fut. act.</td>
<td>amâtûrus</td>
<td>monitûrus</td>
<td>tectûrus</td>
<td>auditûrus</td>
</tr>
<tr>
<td>Fut. pass.</td>
<td>amandus</td>
<td>monendus</td>
<td>tegendus</td>
<td>audiendus</td>
</tr>
</tbody>
</table>

**FIGURE 7**

Different ways to recognize the perfect system.\(^1\) Figures 5 and 6 supply the student with alphabetical lists by means of which he may look up verb-endings and tense-signs which he for whatever reason does not recognize. Figure 7, an old-fashioned synopsis, is given merely as illustration of the

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\(^1\) A sufficient amount of information is given for elementary students in *Latine legamus*, Part I, pp. 49-50.
**LATIN PRESENT INDICATIVE VS. PRESENT SUBJUNCTIVE VS. FUTURE INDICATIVE**

**INFINITIVES**

<table>
<thead>
<tr>
<th>amāre</th>
<th>monēre</th>
<th>tegere</th>
<th>audīre</th>
</tr>
</thead>
<tbody>
<tr>
<td>amō</td>
<td>moneō</td>
<td>tegō</td>
<td>audiō</td>
</tr>
<tr>
<td>amās</td>
<td>monēs</td>
<td>tegis</td>
<td>audis</td>
</tr>
<tr>
<td>amat</td>
<td>monet</td>
<td>tegit</td>
<td>audit</td>
</tr>
<tr>
<td>amāmus</td>
<td>monēmus</td>
<td>tegimus</td>
<td>audīmus</td>
</tr>
<tr>
<td>amātis</td>
<td>monētis</td>
<td>tegitis</td>
<td>audītis</td>
</tr>
<tr>
<td>amant</td>
<td>monent</td>
<td>tegunt</td>
<td>audient</td>
</tr>
</tbody>
</table>

**PRESENT INDICATIVE ACTIVE**

| amō   | moneō  | tegō   | audīō  |
| amās  | monēs  | tegis  | audis  |
| amat  | monet  | tegit  | audit  |
| amāmus| monēmus| tegimus| audīmus|
| amātis| monētis| tegitis| audītis|
| amant | monent | tegunt | audient|

**PRESENT SUBJUNCTIVE ACTIVE**

| amēm  | moneam | tegam | audiam |
| amēs  | moneas | tegas | audias |
| amet  | monot  | tegat | audiat |
| amēmus| monēmus| tegāmus| audīāmus|
| amētis| monētis| tegātis| audīātis|
| ament | monot  | tegant | audiant |

**FUTURE INDICATIVE ACTIVE**

| tegam | audiam |
| tegeś | audēs  |
| teget | audiet |
| tegēmus| audīōmus|
| tegētis| audīōtis|
| tegent| audient|

**FIGURE 8**

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use of the tense-signs in Figure 6, and for the student's use in comparative study by giving all tenses of all conjugations on less than half of one page. Since the student's greatest difficulty of recognition lies in confusion of present indicatives, present subjunctives, and future indicatives of the third and fourth conjugations, I have found it very helpful to give the students, whenever their

**PREFIXES**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-a-, ab-</td>
<td>away</td>
<td>ad-</td>
<td>to</td>
</tr>
<tr>
<td>ante-</td>
<td>before</td>
<td>circum-</td>
<td>about</td>
</tr>
<tr>
<td>con- (cum)</td>
<td>together (with)</td>
<td>dē-</td>
<td>down</td>
</tr>
<tr>
<td>ē-</td>
<td>out</td>
<td>in-</td>
<td>in, on (adj.: not)</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>ob-</td>
<td>towards, against</td>
</tr>
<tr>
<td>per-</td>
<td>through, very</td>
<td>post-</td>
<td>after</td>
</tr>
<tr>
<td>prae-</td>
<td>before</td>
<td>prō-</td>
<td>forth</td>
</tr>
<tr>
<td>sub-</td>
<td>(up from) under</td>
<td>super-</td>
<td>over</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>dis-</td>
<td>apart</td>
</tr>
<tr>
<td>re-</td>
<td>back</td>
<td>sē-</td>
<td>apart</td>
</tr>
</tbody>
</table>

**FIGURE 9**

confusion in the matter reached a peak, Figure 8, which lines up all the confusing forms on a portion of one page for quick and easy comparison.

The teacher must remember, I repeat, that these charts, except perhaps for the alphabetical reference lists, are of no value except when the student has already met and is meeting the forms involved. Another important point to keep in mind is that no matter how much harder the teaching

-1XXII-
of verbs was than the teaching of nouns by the old reproductive method, by the present method the verbs offer little difficulty to the students in comparison with nouns. Latin verb-forms are easy for recognitional and translation purposes, no matter how hard they were for reproductive purposes.

The foregoing is about all that elementary students need to learn of grammar except for syntax. Syntax need not be studied at all in elementary classes, except by means of translation. If a pupil learns to translate the different constructions correctly, he knows elementary syntax. Every teacher will refer to a few simple constructions, however, by name, and gradually the pupil will become familiar with some grammatical terms as aids to translation; for example, he will become familiar with such things as indirect discourse, the ablative absolute, the contrary-to-fact condition, and so forth.

It should not be thought, however, that I am implying that the student should never learn the grammar which he learned under the old, formal method of teaching grammar. At a certain point in the study of Latin, or any other language taught by the method under discussion, after he has more or less painlessly come to know the majority of it, he should be taught everything or almost everything of grammar that teachers used to attempt to teach students, but nevertheless usually failed in great measure to teach them,

- lxxviii -
during the first year. It will be an easy job for the
teacher to teach and for the student to assimilate the for-
mal grammar at a time when the latter already knows most of
it through actual experience and use.

The formal study of grammar could be combined with
a small amount of practice in writing Latin, since that is
frequently still needed for teaching purposes. And since a
so-called minor makes a student eligible as a teacher, both
ought definitely to be included in the minor as at least a
portion of the last course.
IMPORTANT
INSTRUCTIONS FOR THE STUDENT

NOTA BENE: The student must be sure that he understands every Latin word or phrase as he goes along whether it occurs in the body of the text or in the notes or in explanatory material of this kind. New words will continue to be indicated in the margin; their meanings and derivatives will be dealt with in the notes. However, words such as those in the first selection: consul, forum used of the forum, immensus, vastus meaning vast, res publica, perpetuus, silensium, templum meaning temple, immortalis, multitude, which are identical or almost identical with their English meanings, will be ignored in the marginal vocabulary.

THE STUDENT IS WARNED: Idiomatic translations of Latin phrases and idioms into English will frequently be given for the better and quicker understanding by the student of the thought involved. In the case of new words (those indicated in the margin) usually only the basic, literal meaning of each word will be given. The student is warned not to limit himself to that basic meaning when translating in context but to use whatever English word the thought requires and, striving always to use good English idiom, to make his translation more idiomatic and less idiotic.

DIVISION INTO THOUGHT GROUPS: The division into thought groups, hitherto performed for the student, is still as important as ever, but must henceforth be made by the student himself. It is advised and advised strongly that he mark off the thought groups by means of diagonal lines (or any other symbol) while his lesson is in preparation.

MACRONS: Macrons are the long marks used to indicate long vowels ("). They will not be used in the notes on words repeated from the text. Long marks will be used in the notes wherever their omission might confuse the student.

Note bene: This is usually found in English text abbreviated as N.B. or n.b. ("note well," or "mark well"). So, too, the abbreviation "i.e.," which you doubtless understand as "that is," comes from the Latin id est. What other similar abbreviations can you think of?

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TEXT

SELECTIONS BASED ON

Titi Livi

Ab urbe condita
The following selections are taken from Tit. Livii ab urbe condita. The traditional date urbis conditae is 753 B.C. Actually Livy starts his work before that, with Aeneas (several hundred years before the "founding of the city"). We are, however, arbitrarily beginning in medias res.

Principiis Insequentis anni, Q. Serviliō

Ahālā L. Genuciō consulibus, sīve mōtū terrae sīve mōtus -ūs quā vī aliā, forum medium conlāpsum esse in immēns - conlābor -bī

Titulum non habet Livius.

"chasm."

† ab urbe condita: the main idea is often carried by a modifier in Latin; thus, urbs condita, "the city founded," becomes "the founding of the city"; Caesar mortuus, "Caesar dead," may mean "the death of Caesar." So, too, medias and medium below would be translated, "middle of" although they are adjectives in the Latin.

1-2 Q. = Quīntus, L. = Lūcius—regularly. Q. et L. what ending will you put to these names here? The names of the consuls for a particular year amount to the date (in this case 362 B.C.). 2 motus: "motion." 3 conlāpsum esse (derivative: collapse) is from com- and lābor lābī ("fall, slip"). Cf. lānsus lābor linguae, "slip of the tongue (lāpsus -ūs). What derivatives can you think of? Note the indirect discourse due to the approaching word dicitur, and that most of this story is in indirect discourse. Vide i. 111, §43. (References to [for example] i. 30 or ii. 30, with no indication as to what work is being referred to, are to W. P. Clark and Sylvia Johnson, Latīnē legāmus, Part I, p. 30, or Part II, p. 30.) Note, in addition, that indirect discourse is so called because someone's words or thoughts are reported indirectly. It depends on verbs and other expressions of knowing, telling, thinking, perceiving,
-2-

sam altitudinem dicitur. Quod (dicitur) voragoem
immensus aut specum vastum fecisse. Neque easm vo-
specus -us
rangoem vastam terrae, quam pro se quisque geret,
expleo potuisse. Quaerel deinde coeptum esse, expleo -ere
5 quod maximum Romainum bonum esset aut quo plurimum
populus Romainus posset. Id enim (maximum Romainum populus -i
bonum) illi loco dandum vetes canebant, si rem vates -is
publicam Romainam perpetuam esse vellent.

Tum M. Curtium, iuvenem bellum egregium,

e tc., expressed or implied. Principal statements
(called indirect statements) are expressed by the in-
finite with subject accusative. Subordinate state-
ments or clauses usually take the subjunctive. In-
direct questions (questions in indirect discourse)
frequently take the subjunctive instead of the infinitive.

1 altitudinem (what English derivative?) here
means "depth" rather than "height." 2 specus
means "cave" but it is used here as synonymous with
4 vorago. 4 expleo: "fill up, fulfill." Confer the
English derivative "expletive," and be sure that you
understand the meaning of the English word as well as
its derivation from the Latin. Quaerel...

doceptum esse: impersonal; lit.: "it was begun to be
sought." When coepisse is followed by a passive in-
finite, it goes into the passive itself. Actually
the phrase need mean no more to you then: quaerere
coeperunt. 6 populus: "the people." N.B. our
phrase: vox pop (for vox populi: "voice of the people").
5-6 plurimum posse = "to be able the most," which
means "to be most powerful." 7 dandum: esse is
frequently omitted. Do not hesitate to supply one
mentally if it helps you to understand the Latin.
vates: a vates is a bard or soothsayer and when he
sings (videt "canebant" infra ["below"]), he is, of
course, prophesying (confer the English derivative
"vaticination"). With this use of canere, compare
our own slang, "sing," of a gangster talking to the D.A.
9 M. = Marcus (what ending?). egregium: M.
cf. the adverb which you met in your earlier selec-
tions (ii. 30). egregius is from e and grege (grex
gregis, "herd") and means "not belonging to the herd,
extraordinary."
ferunt, culpāvisse dubitantēs an ullum magis Rōmānum bonum quam arma virtūsque esset. Silentiō factō, templo deōrum immortālīum Capitōliōnumque intuentem, et nunc caelum nunc vorāginem intuentem, sē 5 dēvōvisse. Curtium deinde equum petīvisse et petītum obtinuisset; et equō quam poterat maximē exornātō Insidentem armātum sē in specum immēnsum (in vorāginem vāstam) immīsisse feront. Dōna et raulta alia super eum ā multitūdine virōrum ac multa alia super eum ā multitūdine virōrum ac 10 mulierēris vorāginem immēnsam aut specum vāstum terrā, quam prō sē quisque gereret, explērī potuisse.

---

1 ferunt: synonymous in this use with dicitur (vidē p. 2, 1. 1, suprā ["above"]).
2 suprā particules and adjectives are frequently used as nouns (confer Infra, 1. 2, bonum, et ll. 3-4, intuentem [twice]).
3-4 intuentem = "looking at, see". The word is formed from in and tueor -ēri ("look at, see").
4-5 se dēvōvisse: "he devoted himself" (to death or to the gods).
6-7 exornato (cf. ornate) is from ex and ornō -āre, "equip, adorn." The ex makes it stronger in meaning.
7 intuideo = tueor (quod vidē). quod vidē is usually abbreviated q.v. 
8 dōna: "gifts." Compare our word "donations" and mark Virgil's still famous pun: Timeō Danaōs et dōna ferentēs. Translate the et in this quotation as "even." 
9-10 virōrum ac mulierum: in view of the meaning of virōrum, what would mulierum be likely to mean?
Crēdisne hui c fābulae? Cūra nōn deēset, si qua via ad vērum inquīrentem ferret; nunc fāmā rērum standum est, ubi vetustās certam fidem nōn dat.

PIETAS IN PATREM PATRIAMQUE

The year is ab urbe conditā 393 (id est, 361 B.C.). The Gauls are encamped three miles beyond the Anio river bridge—on the Salarian road. In this selection a Gaul and a Roman, by no means equal (nēquāquam parēs), fight a duel in which they seem rather to be putting on a show than engaged in war.


1 deēset: dēsum, "to be wanting" or "lacking," "to fail" (from dē and sum). 2 fama (derivative?): "rumor, tradition, talk." 3 vetustās: a noun formed from vetus -eris, which is an adjective meaning "old, ancient." What would the noun mean? 4 Tit.: pietās is an extremely involved word referring to one's dutifulness, loyalty, piety, etc., to one's god, country, parents, etc. The choice of English wherewith to translate it must in each case rest with the individual translator. 5 C. = Gāius. Always, in restoring abbreviations in Latin text, be careful to restore the correct ending necessary to preserve the concinnity of the grammar. 6 T. = Titus. 7 constāt: The indirect discourse is due to the words satis constat, "there is sufficient evidence (that)." Con-stāre means "to stand still, firm; to remain." The student is again warned not to limit himself to literal meanings of words when translating in context. Whatever English word or words the context demands is the "correct" translation, even if this necessitates a radical departure from the basic or literal meaning of the Latin word. However, if the student does not learn the
equitum Ser. Cornélium eō anno fuisse. Eō certē eques -itis
annō Gallī ad tertium lapidem Salāriā viā trāns lapis -idis
pontem Anienis castra habuère.

Dictātor T. Quīntenius Poenus ingentī exer-
5 citū ab urbe profectus in ripā Anienis (Galli proficīscor
trāns Anienem castra habuerunt) castra posuit.
Pōns vacuus in mediō erat. Proelia dē tenendō vacuus-a-um
ponte multa erant. Nec quī pontem tenēre possent
satis discernī poterat. Tum Gallus immēnsus

10 eximiā corporis magnitūdine in vacuum pontem eximius-a-um

basic meanings of the Latin words as he proceeds, he
will find the Latin increasingly and needlessly dif-

1 ficult. 7 et sequens magistrum equitum: "master
of the horse"; the two words are not in the same case.

Eques is the horseman whereas equus is the horse itself.
If the letter "g" in magistrum is given the soft pro-
nunciation, the derivation of maestro immediately be-
comes evident.

1 Ser. = Servius. 2 lapis is a stone of any kind.  Here translate: "milestone."

4 ingēns: "enormous." 5 profectus: "hav-
ing set out," from proficīscor, proficīscī. When the
passive forms instead of the active are given in a
vocabulary or dictionary, the indication is that the
verb is deponent (vide i. 59, 722; i. 146, 770).

7 vacuus (can you think of any English derivatives?): "void, ſree from." 9 discernī: present passive
infinitive, from discernō -ere. Often as here the
meaning is obvious from the English derivative. As
said before, such words will not be given in the mar-
ginal vocabulary on the assumption that the student
will not need to be given the meaning but will discern
it for himself. 10 eximius, "excepted, exceptional,"
is from eximō -ere, "take out," "take away," which in eximō
turn is from emō -ere and ex. The basic meaning of
emō, "take," must be remembered in order to understand
the word's compounds, as eximō, supra. The usual mean-
ing of the simple word emō will be, "buy." Confer the
legal phrase: caveat emptor, "let the buyer beware!" caveō
For a better understanding of the word, caveō -ère,
consider the popular phrase: cave canem, which means,
"beware the dog!" not, "look out! I'm going to sing!"
prœcessit. Et prœcœdens, quantum maximâ vōce potuit, prœvacavit per interpretem ūnum ex Rōmânis et, "Quem nunc," inquit, "virum fortissimum Rōma habet, quem nunc iuvenem bellō ēgregium Rōma habet, prœcede dat ad pugnam, ut noster duōrum ēventus ostendat utra gens bellō sit melior."

Diū inter prîmorēs iuvenum Rōmānōrum silentium fuit. "Prœcede agedum," rūrsus inquit, "ad pugnam. Quis est vir fortissimus Rōmānus?"

10 Diū silentium rūrsus fuit cum prîmorēs iuvenum Rōmānōrum praecipuam sortem periculī petere nōl lent; tum T. Manlius L. filius ex familiā ēgregiā

---

1 prœedere (what are the two parts of this verb?): "go before or forth." 2 prœvocare: "call forth, challenge." Cf. provoke. 3 The subject of prœcedeât must be understood from the preceding clauses. noster: remember that this word can mean "of us" as well as "our." eventus: the student should not only recognize the derivative "event" but also that a literal translation of the two parts of this word (ē and venire) will supply him with the Anglo-Saxon equivalent: "outcome" (not a cognate in this instance). What is the derivation of "cognate?" 6 ostendere (derivatives?): "show." gens: "nation"; everything from a clan to a race: the context supplies the exact meaning.

7 primores (cf. prīmus): "the most illustrious." 8 agedum: the imperative (singular or plural) of agere and dum may be translated "come!" "well!" 11 praecipuus -a -um: "special, extraordinary." sors: "lot"; also: "fate, fortune, duty." praecipuam . . . petere: "to volunteer for a danger above and beyond the call of duty." 12 L. filius: "the son of Lucius." When the abbreviation is restored, therefore, what will be the case and ending of the restored name? It is regular practice to follow a man's name with the name of his father in this manner. Watch for it!
ortus (bellō ēgregiā et pāce ēgregiā) ex statiōne ad dictātōrem T. Quīinctium Poenum it. "Iniūssū tuō," inquit, "imperātor, extrā ōrdinem numquam pugnāverim, nōn si certam victōriam videam. Iūssū iūssus -ūs tuō pugnāverim, si certam mortem videam. Si tū permittis, volō ego illī barbarō ostendere me ex eā familiā clārā ortum quae Gallōrum exercitum omnem ex rūpe Tarpeiā déiēcit."


Iuvenis inde sē armat; immō etiam armant

1 orior -iri: v. n. p. (= see [vide] note on page) 5, 1. 5, supra. The word means: "(a)rise, begin, be born." statiō: from stō -āre. Lit.: a standing (still) or a place of standing (still). Let the context determine the English word to be used in translating. What common English derivative do you recognize in this word?

2 iniussu: in negative and iussu (v. 1. 4 infra), an ablative, "without orders." extra ordinem (confer extraordinary) may be translated, "in an irregular manner." 4 iussu: v. 1. 3 supra (et n.), where the negative is used. The word for "order, command" may be either 4th declension or 2nd (iūssum -ī). 8 rupe: "rock, cliff."

11 invictus: from in negative and vincō -āre (cf. invincible). Like so many adjectives from past participles this word may represent either an "-ed" form in English or an "-able" form, thus: "unconquered," or "unconquerable."

14 inde: deinde. immo etiam: a word like etiam added to immo merely emphasizes without changing the meaning: "nay, rather." 15 adversus -ā -um:

Ubi cōstitēre Gallus et Rōmānus inter duās aciēs, silentium rūrsum factum est. Tot mor-tālium animīs spē metūque pendentibus (cum duōrum évventus ostentūrus esset utra gens bellō militum)
esset melior), Gallus hostem Römānum advēnit. Et, omnibus militibus aut spem aut metum ostendentibus, in adventīnīs hostis armā laevā manū Gallus scūtum prōiēcit. Dextrā deinde manū Gallus im-
5 mēnsus gladium vānum cum ingenti sonō dēiēcit. Römānus ūnō alterōque ictū in spatium ingēns hos-
tem eximiā corporis magnītūdinē porrēxit. Corpus
inde hostis, ab omnī aliā vexātiōne intāctum, ūnō
torque spoliāvit, quem torquem sparsum multō
cruōre cēpit. Römānī ab statiōne obviam militī
suō progressī, laudantēs T. Manlium ad dictātōrem
prōdūcunt. Torquātī cognōmen audītum est. Cognō-
men novum honor! Manliō fuit. Dictātor T. Manliō
Torquātō corōnam auream addidit dōnum, eamque
10 pugnam laudibus tulit.

Et hercule tantum id certāmen ad omnis
bellī ēventum fuit ut Gallōrum exercitus proximā
nocte relictīs castrīs in Campāniam abierit.

---
1 hostem ... advenit = ad hostem venit.
3 laevus: "left" (side or hand). 3 et seq.: If
you have difficulty here, break the clause up care-
fully into thought groups; e.g., "Gallus scutum pro-
isciit / laeva manu / in adventīnīs hostis arma."
4 scutum: "shield." 5 vanus: "vain, empty."
6 ictus: "blow, stroke, thrust." Cf. the English
word "ictus" used of metrical stress or beat. Why
must ingens modify spatium and not hostem?
7 por-
8 rigere: "to stretch out." 8 intactus: in negative
and tāctus (from tangere). 9 torquis: something
twisted or curved (cf. torque). 10 cruor: "gore."
16 hercule: an oath or expletive (from the
name of the god).
Thirteen years after the Torquatus episode (vide supra) another man tried to emulate Manlius and win similar glory (deus) against another Gallic foe. This hero, Marcus Valerius, was afterwards known as Corvus because of an interference by a raven (corvus).

Ubi cum in stationibus quiēti tempus con-sūmerent, Gallus magnitūdine atque armīs însignis prōcessit. Quatiēns rūrsus rūrsusque scūtum hastā cum silentium fēcisset, prōvocat per inter-

5 pretem ūnum ex iuvenum Rōmānōrum prīmōribus, qui sēcum ferrō dēcernat. Inter iuvenēs Rōmānōs si-
lentium fuit. Rūrsus quatiēns scūtum hastā linguā Gallicā, "Procēdat agedum," inquit, "ad pugnam."

Interpres deinde linguā Latīnā idem dīxit. Rōmānī autem praecipuam sortem perīculī petere nōluērunt. Hīc T. Manlius Torquātus nōn erat; nec iam vērō iuvenis erat.

---

1 Here ubi is local, cum temporal.
quiēti: Often Latin uses an adjective modifying the subject (here understood from the verb) where English would use an adverb modifying the verb. So here you may translate, "quietly," although the word is an adjective.
3 quatio: "shake, strike."
4 hastā: "spear."
6 dēcernēre: "to decide"
11 nec = neque.
M. autem Valerius erat tribunus militum
adulescens ex familia haud tam egregia, qui tamen
dē haud indigniōrem ēō decore quam T. Manlius Tor-
quātum ratus est. Ad cōnsulem iīt et voluntāte
5 cōnsulis petitā (cōnsul, "I," inquit, "et nōmen
Rōmānum invictum, iuvantibus dis, servā." Eisdem iūvō -āre
verbīs quam dictātor ēsus est) sē armāvit. Immō
etiam amīci iuvenem armāvērunt. Iuvenis Rōmānus
in medium armātus exōrnātusque prōcessit. Sed
10 adversus Gallum linguam haud exserentem ingressus
est. Et Gallus et Rōmānus omnem ferōciam in cer-
tāmen ipsum distulērunt.

Minus Insigne certāmen hūmānum interpositō interponō-er
deōrum nūmine factum. Nam, duōbus stantibus nē-
nūmen -inis
15 quāquam paribus, cōsenterī iam manum Rōmānō cor-
cōnserō -ere

1 M. . . . Valerius = M. Valerius. 2 adu-
elēscēns -entis: "young" (adj. and noun). 3 indig-
niōrem: comparative of indignus (in negative and dign-
nus, "worthy"). decus: "grace, glory, honor.")
N.B. The "o" that appears in all forms of this noun
except the nominative is everywhere short. 4 ra-
tus est (from reor): "thought"; but why is the meaning
not passive? (Vide i. 59, 722; i. 146, 770.)
6 voluntās -āts: "will or wish." 6 iuvantibus dis:
abl. abs., "with the help of the gods" (N.B. iūvō -āre
iūvō: "with the help of the gods" (N.B. iūvō -āre
13 interpono: from inter, "between, among," and pōnō, "put, place"; exemplī grātīā (= e.g.): "in-
14 terpose." 14 numen: a nod, especially of a deity;
so: "divine will, command," etc. 15 cōsenterō: for
another compound of serō, v. exserentem supra; "twine
together." The military phrase manum cōsenterō means
"to engage." The compounds of serō should give no
trouble if it is remembered that in addition to the
word serō -ere sēvī satum, "sow," which was first met serō
vus repente in galeâ cōnsēdit in hostem versus. repente
Spectāculi magis mōre quam lēge belli fuit. Cor-
vum prīmō ut augurium caelō missum laetus accēpit
tribūnus, precātus deinde, sī deus sī dea esset
5 qui sībī ōmen mīsisset, volēns propitiōs adesset.
Dictū mirābile, tot mortālium animīs utrimque spē
metūque pendentibus, corvus sēdem tenuit. Tenuit
nōn sōlum avis captam semel sēdem, sed quotiēns-
cumque certāmen initum est et hostis in advenien-
10 tis Rōmānī arma laevā scūtum prōiēcit, levāns sē
ālīs ās oculōsque hostis rōstrō appetit. Ferrum
vānum cum ingenti sonō dēicit. Rum rōstrō et ālīs
appetit, dōnec territum prōdigiō tālī, oculōsque
simul ac mente turbātum Valerius ūnō alterōque ic-

in ii. 23, there is serō -ere seruī sertum, from which serō
the compounds under discussion stem. The latter serō
may be thought of as "weave, join" or as the "-sert" in
"insert."

1 repente: the adjective repēns -entis means repēns
"sudden, unexpected." versus (from vertō) in:
4 "facing." 4 precātus: Remember not to hesitate to
supply a form of esse mentally where you feel the
need. Vide et confer factum p. 11, l. 14, supra.
4-5 The literal rendering, "if it was a god who had
sent," means idiomatically: "whatever god had sent."
6 dictū: this type of verbal noun (the supine), which
supine appears in the ablative (4th declension) as here and
in the accusative (dictum), is best translated as if
an infinitive, "to say, to relate." mirābile:
"wonderful, extraordinary." utrimque: "on both
8 sides." 8 semel: "once." 8-9 quotienscumque:
"however often." 10 levō: "lift"; note the deriv-
atives: "elevate, alleviate." 11 appetō: used of
motion, "desire, attack" (as here); "go" or "reach to,
seize on." 14 simul AC (or ATQUE): "at the same
time AS."
tū obtruncat. Valerius hostem in spatium ingēns obtruncō-āre
porrigit et corvus abit nec iam vidētur.

Hāctenus quiētae utrimque stationēs fuēre. tenus
Postquam tribūnus caesī hostis corpus sparsum cru- caedō -ere
5 ōre spoliāre coepit, nec Gallī sē statione tenuē-
runt et Rōmānōrum cursus ad victōrem etiam ōcior fuit. Ibi circā iacentis Gallī corpus sparsum circā
cruōre spoliātum, coeptō certāmine, pugna atrōx atrōx -ōcis
est. Iam nōn ā militibus audācibus proximārum

10 stationēnum pugnātur, sed legiōnibus utrimque omni-
bus rēs geritur. Camillus cōnsul mīlitem, victō-
riā tribūnī laetum, laetum tam praeuentibus ac praeśēns
secundīs dīs, Ire in proelium iubet. Ostendēns tribūnūm spoliīs īsignem et laudāns, "hunc tri-

15 būnum sed mīlitem vērum imitāre, mīles," aiēbat, spoliūm -ī
"et circā iacentem ducem, ducem sparsum cruōre, ducem spoliātum, sterne Gallōrum corpora. I et sternō -ere

1 obtrunco: "cut down" (N.B. English: truncate).
3 tenus (prep. followed by abl. or gen.) means "up to, as far as." hāctenus = hāc parte tenus. notā bene: tenus is postpositive! Postpositive is a
derivative from Latin; what Latin words are involved?
4 caesi is a participle from caedo: "cut down, kill."
6 ōcior: "swifter." 7 circa: "round about,
8 around." 8 atrōx: "terrible, cruel." 10 A
legion at full strength would contain between four and
six thousand men. 12 praeśēns -entis (from praes-
sum -esse) means "present"; however, with deus it im-
13 ples "giving aid, propitious." 13 secontus -a
-um, "second," is derived from sequor and so means "following" and as a following wind would be: "favor-
ing." 14 spoliūm: hide stripped from an animal,
arms stripped from an enemy; therefore, in the plural:
"spoils." 17 sternō: "stretch" or "spread out."
nōmen Rōmānūm clārum ēgregium invictum, iuvantibus
dīs, servā."

Dī hominēsque illī adfuĕre pugnae, et
haudquāquam certāmine ambiguo cum Gallīs dépug-
5 nātum est; adeō duōrum mīlitum éventum, inter quōs adeō
pugnātum erat, utraque acīs animīs praecēperat;
adeō duōrum mīlitum éventus ostenderat utra gēns
bellō esset melior. Inter prīmōs, quōrum cursus
10 tūdō Gallica, priusquam ad iaciendum tēlum venī-
ret, terga vertit.

Amīcī M. Valerium ad cōnsulem dûxērunt et
Corvī cognōmen auditum est. Cōnsul L. Fūrius
Camillus laudātum tribūnum aureā corōnā dōnat.
Eam pugnam laudibus fert. Dictātōrem deinde T.
Manlium Torquātum ex auctōritāte senātūs dīxit. auctōritās

Dictātor magistrō equītum A. Cornēliō Cossō dīctō,

3 illī: cāve! What case is illī? Construe
with pugnae. 4 haudquāquam: nēquāquam (construe
with ambiguo, which is an adjective). 4-5 dépug-
5 no: stronger than pugno. 5 adeō: "to that point,
sō (much), so far, so long." 5-6 The soldiery on
both sides (utraque acies) had mentally and emotion-
ally anticipated (animīs praecēperat) the outcome in-
dicated by the struggle of the two soldiers (they had
expected victory to remain on the same side in the
larger struggle). 6 uterque utraque utrumque:
"each" (of two). This word has the same peculiarities
9 of form as uter, "which" (of two)? 9 excīō (or
excīō -ōre), "call forth," is a compound of the impor-
tant word, cīō ciēre civī cītum: "move, shake, ex-
cite."

16 auctōritās -ātis: "authority, approval." 17 A. = Aulus.
The following conversation, which Livy relates as taking place in A. u. C. 561 (193 B.C.), is probably apocryphal. Hannibal was the famous Carthaginian general of the Second Punic War; Scipio was the Roman general who defeated him.

Claudius, secūtus Graecōs librōs quōsdam, P. Scipionem Africānum in lēgātiōne quādam fuisse tradit eumque Ephesī collocūtum cum Hannibāle, et sermōnem ūnum etiam refert; quaerenti Africānō, referō

1 comitia: the forms given in the marginal vocabulary indicate that *comitia* is a neuter plural. The word refers to an assembly of the people. *comitia consularia*: an assembly of the people for the election of a consul. *aemulus*: "emulous, rivalling." *sui*: the antecedent of *sui* is *dictator*. 1-4 The dictator proclaimed as consul the man who had rivalled his own glorious deed.

6 *P.* = Publius. *legatio*: "embassy, legation." 7 Ephesī: "at Ephesus": locative. This case is identical with the genitive in the first and second declensions, singular (cf. Rōmae, "at Rome," and domī, "at home"). Elsewhere the case is usually identical with the ablative and need not concern the student at this point. 8 sermo: "talk." *referō* -ferre -tuli -latum (re- and ferō): "bear back, bring back." Cf. the derivatives: refer and relate. Much of what follows is indirect discourse dependent on this word. 8 et sqq. *quaerenti &c.*: "to Africanus inquiring . . . . Hannibal replied," may be ren-
quem fuisse maximum imperatorem (Hannibal) crederet, haud dubie Hannibalem respondisse Alexandrum, Macedonum regem; cur Alexandrum regem maximum imperatorem fuisse crederet Hannibalem etiam dixisse:

5 Alexandrum, Macedonum regem, ante alios posuisse quod parvae manu innumerabilis exercitus fudisset, quodque adiisset ultimas oras, quas videre supra spem humanam esset. Quaerenti deinde Africano quem secundum poneret, haud dubie Pyrrhum Hannibalem dixisse; dixisse deinde cur Pyrrhum secundum poneret: castra metarii primum docuisse; ad hoc metor -ari

neminem diligentius loca cepisse, praesidia dispositisse; arte etiam quandam conciliandam sibi disponere hominum habuisse, ut Italicae gentes regis externi

15 quam populi Romani, tam diu principis in ea terrae, princeps

dered, "when Africanus (or when Scipio) asked . . . . Hannibal replied to him." Note carefully this use of the participle in the dative. 3 Macedonum: genitive plural. 5 posuisse: the subject of the infinitive, though unexpressed, is obviously Hannibal. Similar practice is frequent in Latin. 7 quas videre: subject of esset. 11 metor: "measure." docuisse: understand Pyrrhum as subject. ad hoc: "besides"; ad here is used in the sense, "in addition to." 12 praesidium: from prae, "before," and sedeo, "sit." It may be translated "defence, guard," or whatever word of similar meaning the context demands. 13 dispono: from dis- ("in different places") and ponio; "distribute, arrange, dispose." 14 et sequentes ut Italicae gentes mallent / imperium esse regis externi / quam (imperium) populi Romani" et cetera. 15 princeps -cipis; "first, chief" (primum and capio). princeps is in this passage used in apposition with the preceding words, populi Romani.
imperium esse māllent. Quaerenti Africānō quem tertium dūceret, haud dubiē sēmet ipsum dīxisse. -met

Tum Scipionēm rīdentem rogāvisse, "Quidnam quisnam tū dīcerēs, si mē vicissēs?"

"Tum vērō mē," inquit, "et ante Alexandrum et ante Pyrrhum et ante aliōs omnēs imperātōrēs esse."

Et respōnsum grātum amīci magis mōre quam inimicī Scipionēm mōvisse, quod Hannibal ē grege

imperātōrum sē sécrēvisset. sēcernō -ere

Crēdisne huic fābulae? Gūra nōn deēsset, sī qua ad vērum via inquièrentem ferret; nunc fāmā rērum standum est, ubi certam imminuit vetustās imminuō -ere fidem.

LIBRI XXXV PERIOCHA

In the summary (periocha) of Book XXXV the following slightly altered and shortened version of the preceding selection is given. After the student has carefully studied Respōnsum grātum, he should be able to understand or at least translate most of the following version at sight. Knowledge of the story should supply a basis for "guessing"

1 imperium: "command; the right or power of commanding."

2 -met: particle added to pronouns for emphasis.

3 quisnam quidnam: quis and nam added for emphasis.

10 se: Scipio. sēcernō: "separate, set apart" (sē-, "apart," and cernō -ere crēvi cernō cōrō, "sift").

13 imminuō or minuō (-vere -uī -ūtum): "to make smaller, diminish."
the meanings of any new words. Those given in the margin should be carefully noted to save later thumbing of the vocabulary.

P. Scipio Africānus legātus ad Antiochum missus, Ephesī cum Hannibale, qui sé Antiochō adiūnxerat, collocūtus est ut, si fieri posset, metum ei quem ex populo Rōmānō conceperat eximeret. 5 Inter alla cum quaereret quem fuisset maximum imperatorem Hannibal crēderet, respondit Alexandrum, Macedonum rēgem, quod parvā manū innumerābilēs exercitus fūdisset quodque ultimās ōrās, quās vi sere suprā spem hūmānam esset, peragrāsset. Quae rentī deinde quem secundum pōneret, Pyrrhum, inquit, castra mētāri prīnum docuisse, ad hoc nēminem loca ēlegantius cēpisse, praesidia disposuisse. Exsequentī quem tertium dīceret, sēmet ipsum dīxit. Rīdens Scipiō: "Quidnam tū dīcerēs," inquit, "si 15 mē vicissēs?" "Tunc vērō mē," inquit, "et ante Alexandrum et ante Pyrrhum et ante aliōs posuissem."

The student has already met most of the numerals necessary to enable an imaginative mind to figure out the meaning of any numeral he may meet in the Latin text. To correlate previously-

1 legatus: "ambassador"; also, "second in command." 2 adiungō: ad and iungō. iungō -ere iūnxī iūncūm, "join." 3 ei: dative; Hannibal. quem: metum. concipio: "take together; conceive" (con = com = cum and capio). 4 viō: stronger than video; also: "go to see."
supplied information, to fill in two or three gaps, to explain several points that may not be immediately obvious to all students, the following final note on numbers is given. It is intended to serve as a point of reference if and whenever the student has any further trouble with numerals.

**Cardinals** = "one, two, three," etc. **Ordinals** = "first, second, third," etc. **Distributives** = "one each" (or "one by one"), "two each" (or "two by two"), etc. **Numeral Adverbs** = "once, twice, thrice" (or "three times"), etc.

<table>
<thead>
<tr>
<th>CARDINALS</th>
<th>ORDINALS</th>
<th>DISTRIBUTIVES</th>
<th>ADVERBS</th>
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<td>I ĵunus-a-um</td>
<td>prīmus-a-um</td>
<td>singulī</td>
<td>semel</td>
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<td>II duō-se-o</td>
<td>secundus (alter)</td>
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<td>V quīnto</td>
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<tr>
<td>VI sex</td>
<td>sextus</td>
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<td>VII septem</td>
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<td>VIII octō</td>
<td>octāvus</td>
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</tr>
<tr>
<td>IX novem</td>
<td>nōmus</td>
<td>novēnī</td>
<td>novīnēs</td>
</tr>
<tr>
<td>X decem</td>
<td>decimus</td>
<td>dēnī</td>
<td>dēciēns</td>
</tr>
<tr>
<td>XI undecim</td>
<td>undecimus</td>
<td>ūndēnī</td>
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<tr>
<td>XII duodecim</td>
<td>duodecimus</td>
<td>duodēnī</td>
<td>duodeciēns</td>
</tr>
</tbody>
</table>

Larger numbers should be obvious from their component parts whether they are written as one word or as more than one word; e.g., tredecim or decem (et) trēs = 13; tertius decimus or decimus (et) tertius = 13th.

Note in the table above that all ordinals are declined like prīmus, all distributives like the plural of prīmus: i.e., -ī -ae -a. Most cardinals are indeclinable. The ending -ēns is usual in the adverb. The ending -ēnī (-ae -a) is the tip-off for the distributive.

In larger numbers -ēnsimus is the tip-off for an ordinal (e.g., ducentēnsimus = 200th); -gintā: the tens from 30 through 90 (e.g., -gintā L quīnquāgintā = 50); -centī (-gentī) -ae -a; the -gentī D hundreds (e.g., quingentī = 500); mīlia: mīlia thousands.

| XX | Vigintī = 20. |
| C | Centum = 100. |
| M | Milē = 1000. |

-plex = -fold; e.g., simplex, duplex, triplex.

The student may refer to any Latin grammar for complete lists of these numerals.
COGNOSCITE APPIUM CLAUDIUM

The next five selections are in chronological order. In the first few words of the following selection the student will see that they begin with the change in the form of the polity from consuls to decemvirs (a board of ten men) in the 302nd year from the founding of Rome. Actually the first selection deals with A.U.C. 303 (451 B.C.).

Anno trecentēnsimō alterō quam condita

Rōma erat iterum mutātur forma cīvitātis, ab cōnsulis ad decemvirōs trānslātō imperiō, quem ad modum ab rēgibus ante ad cōnsulēs vēnerat. (Annis octō et quinquāgintā ante, anno ducentēnsimō quadrāgēnsimō quārtō quam condita Rōma erat, cum Tarquinius Superbus rēx omnēs in odium sui dūxisset, imperium ab rēgibus ad cōnsulēs trānslātum erat.) Decemvirī creātī Ap. Claudius T. Genecius creō -āre

1 alterō: secundo. Note the use of quam here: quam condita Rōma erat virtually = ab urbe convenita or urbis conditae. 2 cīvitās: "a state, citizenship"; compare res publica. 3 trānsfērō -ferre -tulī -lātum: trans + fero. Usually when the meaning of a compound word like this one should be obvious to the student from information supplied earlier, the word will not be treated as a new word. trans here carries its usual meaning of "across." Do not ignore the derivatives: "transfer, translate." 7 odium: "hatred," or keep the same word in English, "odium." 9 creō: "create, elect." For translation purposes do not hesitate to supply any necessary form, in your mind at least, of the word esse.

Ap.: Appius.
Claudiō et Genuclō prō honōre honōs redditus, quia désignātī cōnsulēs in eum annum fuerant. désignō -āre
5 Sestiō, alterī cōnsulum priōris annī, post honōrem honōs datus quod eam rem ad patrés retulerat. Dux
decemvirōrum omnium (tōtīus vērō magistrātūs) Ap. magistrātus
Claudius erat.

Erat autem favōre plēbis regimen tōtīus
10 magistrātūs penes Appium. Cui nātūra certē nova penes
erat; adeōque novum ingenium sibī induerat (adeō ingenium -īf nova Appiō erat nātūra) ut nōn iam in odiō apud
populum esset et ergā plēbem amīcus fieret. ergā

Ap. Claudius cēterīque decemvirī servābant
15 ut sōlum ūnus fascēs habēret. (Erant fascēs duo-
fascis -īs decim. Decemvir ūnus fascēs duodecim omnēs habē-
bat.) Decimō diē īūs populō singulī reddēbant.

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2 Sp.: Spurius.
4 designo: "designate, elect." 5 prior
prius: "first, former." 6 "... he had brought that measure before the senate"; the measure: "creari
decemviros sine provocations, et ne quis eo anno alius
magistratus esset" = "that decemvirs be elected without
appeal and that there be no other magistrate that
7 year." 7 magistratus -ūs: see preceding note.
The word can refer either to the office or the office-
holder.
10 penes: "with, in the hands of."
11 ingenium: of. nature in preceding line; "nature,
character, genius." 13 erga: "towards."
15 fascis: "bundle"; plural: bundles of
sticks carried by lictors before chief Roman magis-
trates, called "fasces." 17 Each one administered
the law for the people in turn, one day out of every
ten.
Eō die pennes praefectum iūris fascēs duodecim erant. Neque hic decemvir (praefectus iūris) secūrēs cum fascibus ferēbat. Interque ipsōs erat summa concordia. Et in ûnicā concordiā inter ip-

sōs, adversus aliōs (et plēbem et patrēs) summa aequitās erat. Moderātiōnis aut aequitātis eōrum aequitās adversus populum (nōn modo adversus prīmōrēs pa-

trum sed etiam adversus plēbem) argumentum exemplō argumentum-ī sōlum ūnīus reī notāsse satis erit.

10 Decemvirī sine prōvocātiōne creāti erant. prōvocātiō Quod cum ita esset et nūlla prōvocātiō esset, in-

ventō cadāvere (id est hominis mortui corpore) domī apud P. Sestium, summae gentis virum, C. Iū-

lius decemvir sē dē iūre suō dēiēcit, ut dēmptum dēmō -ere

15 dē vī magistrātūs populō redderet. Corpore in-

ventō lātōque in cóntiōnem, C. Iūlius, praefectus cóntiō -ōnis iūris, diem P. Sestiō dīxit. Cum decemvirī sine prōvocātiōne creāti essent, in hāc rē iūxtā mani-

festā et atrōcl, decemvir, diē Sestiō dictō, accū-

20 sător ad populum Rōmānum factus est, cuīs reī iū- iūdex -icis
—23—
dex lēgitimus erat. Quō modō iūre suō dōcessit et
aliquid dē vī magistrātūs dēmpsit sed dēmpstum (ut
iam suprā narrāvi) libertātī populī Rōmānī addidit.
Tanta adversus aliōs aequitās decemvīrōrum erat.

5 Tam ergā populum amīcī flēbant nōn sōlum cēterī

Aequitās decemvīrōrum et facta ergā plēbem
grāta multa, cum diēs comitīorum appropinquāret,
appropinquō voluntātem decemvīrōs iterum creandī fēcérunt.

10 Cōnsulum nōmen haud secus quam rōgum odīōsum erat; secus
sed decemvīrōrum nōmen (et Ap. Claudi quōque) grā-
tum erat. Appius ergā plēbem amīcus factus erat.

Postquam vērō comitia decemvīrīs creandīs
dicta sunt, nescīrīs utrum Ap. Claudi inter de-
15 cemvīrōs an inter candidātōs numerārēs. Propior
interdum petendō quam gerendō magistrātūl erat. interdum

8 appropinquō -āre: "approach." 9 (aequi-
tas... et facta) fēcerunt voluntātem + gen. of the
verbal noun (gerund), which in turn takes a direct
10 object. 10 secus: "otherwise"; haud secus quam:
"just as." regum: nomen goes with both consūlum
and regum. odīōsum: the suffix -ōsus -a -um =
"ful, -ous"; e.g., odīōsus = "hate-ful," and pericu-
loōsus = "danger-ous."

13 decemvīris creandīs = ad creandum decem-
viros. Compare the use of the verbal adjective (cre-
andis), i.e., gerundive, with that of the verbal noun,
i.e., gerund (creandum and in the preceding paragraph
creandi [decemvīros]). 13-14 comitia dicta sunt:
14 v. diem dixit supra (p. 22, 1. 17, et n.). 14 ne-
scriēs: note this use of the subjunctive with the in-
definite second person singular: "you" (i.e., "one")
wouldn't have known whether," etc. 16 interdum:
"sometimes; now and then."
Laudibus ferre candidatórum levissimum quemque ig- levis -e
nōminiōssissimumque, ipse medius inter tribūniciós,
Duilliós Iciliósque, in forō volitäre, per illös volitō -āre
sē plēbī vēndere, dōnec collēgae (cēterī decem-
5 virī) quoque, quī únicē illī dēditī fuerant ad id dēdō -āre
tempus, coniēcēre in eum oculōs, mīrantēs quid
sibi vellet. Appārēre nihil sincerī esse. Omnia
esse nōn tam properantis abire magistrātū quam properō -āre
quaerentis viam ad continuandum magistrātum.

Obviam ire Ap. Claudiō voluntātī haud ausī,
comitōrum habendōrum mūnus illī (Ap. Claudiō col-

1 ferre: the infinitive (historical) with the
subject in the nominative case (if expressed) may be
used in narration for the imperfect indicative. Here
the unexpressed subject is Claudiō: "He praised all
the most light-weight," etc. levis: "light,
i.e., not heavy. 2-3 ipse volitare: note that
ipse is nominative. The Romans tended to use two or
more historical infinitives in succession (but not
always). Translate: "he bustled about" ("fly round,
flit"; cf. volō -āre). 2 tribunicius: the adjective
is frequently used for a former tribune or a former
consul (consulāris), but as a substantive (noun).
3 Duillioś Iciliōśque: cf. our use of the plural,
5 the Fords and the Rockefellers. 5 dedo: "give up,
devote." 6 coniecere: prefixes frequently lose
their original force in Latin as the con- here. Trans­
late as if iecerunt. 7 apparēre: this hist. inf.
= apparebat, impersonal, "it was plain that."
nihil sincerī: note this use of the genitive; translate
as if nihil sincerum, "nothing sincere" = "no sinceri-
ty" (sincerus also = "pure"). Or, if you will, trans­
late the sentence quite freely: "Claudius obviously
wasn't at all sincere." Cf. nihil novi, "nothing new";
plus odīi, "more hate"; id temporis, "at that time."
In the preceding sentence ad id temporis could have been
written ad id temporis. 8 properantis: "of (one)
hastening." 8-9 quam (with tam) quaerentis: "as of
(one) seeking." 10 obviam ire: "to meet, to oppose."
audeō -āre ausus sum (deponent in perfect system).
11 et sequens The office they unanimously bestow upon
lēgae, id est cēterī decemviri) cōnsēnsū dant.

Ars haec erat, nē sēmet ipse creāre possēt, quod praeter tribūnōs plēbī—et id ipsum pessimō exem—praeter plō—nōmō umquam fēcisset. At ille (Ap. Claudius) umquam āvit, quod factum bonī haud secus improbābant quam nōmō facere ausūrum esse crēdiderat.

CAVE IDUS MAIAS

This passage follows closely after the preceding (A.U.C. 304; i.e., 450 B.C.).

Ille fīnis Appiō personāe ferandae fuit.

Suō iam inde ingeniō vivere coepit. Iam priusquam

him is a trick still in use today: to keep a person from becoming president (etc.) of an organization, see to it that he is appointed chairman of the nominating committee.

praeter: "more than, except, beyond," adv.

praeter tribūnōs: "more than, except, beyond," adv.

praeter plō: "more than, except, beyond," adv.

praeter nōmō: "ever." 5 habi-
turum: you may supply a form of the verb "to be" if doing that will make the translation easier for you; if so, what is the form you would supply? profi-
teor -ērī: "confess, profess"; almost = dico here.

6-7 "... and this (quod) after it was done (fac-
tum) the good citizens (folk, people, element: bonī) disapproved (improbābant) as much as no one had believed he would dare to do this (quod understood a second time)."

Cf. a lady's acceptance of coffee with "I think I'll enjoy the coffee more than I'll lose my sleep." Illogical idiom is to be found in all language.

Tit.: "Beware the Ides of May." The Ides were the 15th of May, March, July, October, but the 13th of other months.

personāe: "mask" worn by actors; hence,

"part, character."

priusquam: antequam, "before."
inirent magistratuum, novos collegas in suos mores formare coepit. Idus Maias exspectaverunt. Idus formo-are tum Maiae solitae ineundis magistratibus erant.

Inito igitur magistratur primum honoris 5 diem re ingentis terroris insignem fecere. Nam cum ita priores decemviri servassent ut solum unus (praefectus iuris) fascis duodecim habaret (id est, ut ceteri nullos fascis habarent) et hoc insignre Insigne -is regium in orbem per omnes iret, repente omnes cum orbis -is duodenis fascibus prodiere (id est, quiaque decem- prodeo -ire virorum cum suis duodecim fascibus prodiere).


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2 formo: "form, arrange, shape."
6 serva(vi)ssent. 8 insigne: "signal, badge, token"; singular of insignia. 9 orbis: anything that is round; e.g., orb. in orbem: "in turn, in rotation." 10 prodeo: "go" or "come forth" or "forward." 12 litor: "lictor": a public attendant of a Roman magistrate (he carried the fasces).
13 f. Indirect discourse because it is the explanation (interpretabantur) of the decemvirs. 16 species: "appearance, sight, look." 18 infimus: also imus, "lowest (opp. summus)." 19-20 nihil praesidii: confer supra (p. 24, l. 7): nihil sincer, et v. n.
Aliquamdiū pār et ëdem inter omnēs terror aliquamdiū fuit; deinde postėa tôtus vertere in plēbem coepit.
Abstinēbātur à primōribus patrum; immō vērō abstineō-ēre nēbātur à patribus omnibus. À plēbe nōn abstinēbātur.
Et si quis collēgam appellāsset, ab eō ad quem vēnerat ita discēdēbat ut paenitēret (immō paeniteō-ēre vērō ut maximē et diūtissimē paenitēret) nōn pri-
ōris decretō stetisse. Rūmor etiam exierat foedus decretum -I
inter ipsōs (Ap. Claudium et novem decemvirōs
10 cēterōs) iotum, nē comitia ad decemvirōs aut cōn-
secus creandōs habērent perpetuōque decemvirātū
imperium semel obtentum semper obtinērent.

Prīmōrēs patrum ōdisse decemvirōs cum lic-
tōribus eōrum et fascibus secūribusque, ōdisse
15 plēbem. Omnia patrum iniussū (sine patrum auctō-
ritâte) fieri, sed prīmōrēs patrum crēdere haud in-

1 aliquamdiū: "for some time."  2 totus: understand terror.  3 abstineō: "hold back, ab-
5 stain." In translation switch from the impersonal passive to a personal active construction. Supply any subject the sense demands: "they (the decemvirs) ab-
stained from."  5 appellāsset = provocavisset, but you have been having provocatio of an appeal to the people. The appeal here is from one decemvir to a colleague of his.  6 paeniteō: "regret, repent."  8 decretum: "decree."  9 foedus: a league or cove-
10 nant between states or individuals.  10 icē:
"strike."  11-12 According to the report the decemvirs, having once gained possession of it, would keep possession of the rule by a permanent decemvirate (obtentum and ob-
tinerent are different forms of the same verb).
13 et sequentes Hist. inf.'s with subj. nom.
16 et sequens haud indignis accidere: the leading patres believed that all the terrible things that were
being inflicted on the plebs "were happening to those
who were not undeserving" of such misfortunes.

4 obsideo: "sit down, occupy, besiege."
ferre et agere: "plunder" (ferre of inanimate objects
and agere of live stock).
6 potentiōris: predicate genitive of possession; i.e., esse + gen: "belong to."
guidem expresses emphasis, "indeed, even."
ne . . . quidem: "not even." 7 caedi,
percuti: Infinitives. 8 crūdēlitās -ātis: "cruelty."
9-9 The decemvirs wanted to be sure that
criminality would always be rewarded and so allotted a
man's goods (bonorum; gen. plur. n. of bonus) to the
one who punished him. 
9 supplicium -iI: "punishment;" also, "entreaty, prayer."
11 non modo: "not only." Nota bene: there are two non's in the
clause. 
11-12 iniuriae, licentiam: the student
should not need and (as has been the practice to a
large extent heretofore) will generally not be given
help with words like these which can be translated by
English derivatives. For purposes of idiomatic Eng-
lish the student should be ready to switch from the
obvious derivative to whatever word of similar meaning
is necessary. Here, exemplī grātia, instead of trans-
slating iniuria by the more obvious derivative "injury,"
the student might say, "injustice." (It is hoped that
the student already knows that e.g. is the abbreviation
for exemplī grātia.)

QUI ID FECERUNT?

During the year ab urbe condita 305 (449 B.C.), in which some effort was made, without any actual success, by the patricians to oust the decemvirs, Rome found itself involved at war with both the Sabines and the Aesci.

Nihilō melius militiae quam domi rês publicâ administrâta est. Illa culpa haud omnis pênes ducēs erat. Illa modo in ducibus erat culpa quod, ut odiō essent civibus, fecerant. Alia omnis pênes

4-7 Although the erstwhile decemvirs were now private citizens, without in any way diminishing the boldness with which they exercised (inhibendum) their power, they went forth with all the emblems that had indicated their office (use imminuitis with both animís and insignibus). 7 Consider here the sentence you met earlier in this selection: "Decem regum species erat." régnum is actually the rule of a rex. 10 The decemvirs proved no better in the field than they had at home. militiae and domi are locatives. 12 quod: "that." 13 They had caused themselves to be hated by the citizens.
militēs culpa erat qui sē vincī per suum atque illōrum dēdecus patiēbantur. Nē quid decemvirīs dēdecus-oris ducibus bene usquam gererētur, vincī sē et fundī usquam patiēbantur. Fūsī et ab Sabīnīs ad Ėrētum et in Algīdō ab Aequīs exercitūs erant.

Ad clādēs ab hostibus (Sabīnīs Aequīisque) clādēs -is acceptās duo facta indigna (duo ignōminiōssima facinora) decemvirī belli domīque addunt. L. Sic- facinus-oris cius, mīles, quem Achillīm Rōmānum dīcunt, odium in decemvirōs gerit et in odiō apud decemvirōs est. Tribūnōrum creandōrum sēcessionisque mentiōnēs ad vulgus mīlitum sērōnibus occultīs serit. occultus-a-u Quod odiō decemvirīs est; ergō L. Sicciūm locum castrīs opportūnum quaesītum mittunt. Eum rogant quālis esset nātūra alterīus locī; alterīus quālis quālis -e esset nātūra eum cognōscere iubent. Et Sicciūm locum castrīs capere decemvirī iubent. Ars haec

1 per suum; "to their own." 2 dēdecus: "disgrace," or its cause (crime, vice); construe with both suum and illōrum. ne quid: after si, nisi, or ne translate quid: "anything." 3 usquam: "anywhere." vincī, fundī: infinitives. 3-4 fundī, fusī: from the same verb. 4 ad: "near." 6 clādes: "disaster, defeat." 7 acceptās / duo. duo is neuter accusative modifying facta. facinus: "deed; crime." belli domīque: see militae, domi in the first sentence of this selection (et n.). 11-12 mentiones (serit): the student should use his imagination and his knowledge of English idiom to switch quickly and easily as he reads from the literal, "he sows," and the obvious derivative of mentiones, "mentions," to some phrase like: "he drops hints." occultus: "secret, occult." quaesītum: supine; translate as if infinitive. qualis: "of what sort"; also: (such) "as."
erat ut vulgo mîlitum nescientì obtrunciārētur et
mentiōnéis tribúnōrum creandōrum sēcessiōnisque
finem habērent.

Datur deinde negotium mîlitibus, quōs ex-
5 peditionis eius comitēs miserant, ut eum opportūnō
loco petentēs interficerent. Eum petitum obtrunc-
cāvere; sed haud inultum interfēcēre. Nam circā
L. Siccium petitum et (re)pugnantem aliquot ìnsi-
diātorēs obtruncātī cecidēre, cum ipse circumven-
tus valde fortis (id est vir fortissimus) parī
vîribus animō sē dēfenderet.

Cēterī ìnsidiātorēs reversī in castra nūn-
tiant (fābulās—nihil aliud) praecipitātum (lactā-
tum) in ìnsidiās esse (id est, sē cecidisse [aut
15 incidisse] in ìnsidiās); Siccium, ēgregiē vī con-
trā vim resistantem pugnāntemque per ìnsidiās ob-
truncātum et interfēctum et mîlītēs quōsdam fortis-
simōs cum eō virō fortissimo āmissōs.

1 vulgo nescienti: abl. abs. 2 mentiones:
nominative.
4 negotium (pec + ōtium): "business."
5 comités: apposition with quos: "companions." The
word means: anyone who goes with. 7 (sum) inul-
tum: "unavenged." 8 insidiator: "one who ambushes;
traitor." 12-13 muntio: "announce."
13-14 praecipitātum . . . esse: indirect statement,
but replaces the impersonal passive ("it had been
. . . ."), virtually = se incidisse (se = "they").
14 insidiae -ārum (plur.): "ambush, treachery."
16-18 obtruncatum, interfeciūm, āmissos: indirect
statement continued; sc. (= scilicet, from scīre
licet: "supply") esse. scilicet
scilicet
Prīmō fidēs nūntiantibus (eōs per insidiās interfectōs) fuit; nūntiantibus vēritātis specīēs fuit. Prefectī deinde virī valdē fortis amīci ad sepeliendōs quī ceciderant, decemvirōrum permīssū sepeliō -īre
5 (eōrum haud iniussū), postquām nūllum spoliātum ibi corpus Sicciumque in mediō iacentem armātum, ibi omnibus in eum versīs corporibus, vidēre, et post-quām hostium neque ibi iacēns corpus ullum nec vēstīgia abeuntium vidēre, eum profectō ab suīs profectō
10 interfectum memorantēs, retulēre L. Siccī corpus. Invidiaeque plēna castra erant. Et Siccium ferī statim Rōmam placēbat, nī decemvirī funus militāre nī ei facere properāssent. Pessima tamen decemvirō-
rum in vulgus militūm fāma est.

3 virī fortis: genitive. 3-4 ad: ad + gerund or gerundive: "to" (purpose). 4 sepelīo: "bury, burn." qui: "(those) who." 5-7 post-
6 quam-clause ends with vidēre (= vidērunt). 6 ibi: "there"; also, "then." 8 iacēns: accusative sing-
gular neuter. 9 abeuntium: sc. eōrum (= hostium). profectō: an adverb meaning, "surely, indeed, truly." 12 ab suīs: "by his own (men)." 12 placebat: the subjunctive is to be expected in contrary-to-fact conditions. The indicative announces what is sure to have taken place: the soldiers surely would have taken the body to Rome. In translation treat the expression as elliptical, thus: "They decided that Siccius should immediately be carried to Rome, (and they surely would have done so,) if the decemvirs had not . . . . ."
12 nī = nisi or si non. funus: "funeral"; kin-
dred meanings like "death" and "destruction" may be
13 used to translate this word. 13 pessima: super-
lative of malus. The comparison of malus is irregular: malus, peior, pessimus.
Frequently two words (or more) are combined into one (exemplī grātiā; bene-dico, decem-vir, dē-mittō). This process is called composition and the words so formed are called compounds. Hereafter, compounds will not be treated as new words if the meaning should be obvious to the student from information previously supplied as to the meaning of the constituent parts. In the majority of cases the student will find himself dealing with a familiar word (usually a verb) compounded with a familiar adverbial prefix or preposition. However, unless the meaning of the word is obvious from the literal meaning of its component parts, or unless, in the case of a compound verb, the prefix has to a great extent lost its force and the student can treat the compound verb as if it were the simple verb, new compounds will continue to be listed in the margin and treated as any other new words.

Since even the most conscientious student may sometimes find himself momentarily unable to recall the meaning of a word already learned, and since most of the prefixes already met were not specifically called to the student's attention, the following list is given here of prefixes along with their simplest meanings. The student may turn to this list whenever he needs help. All of these prefixes have been met previously. The student may find numerous examples of words formed with these prefixes in the several vocabularies of Latīnē legāmus. (dis-, re-, and sē- are inseparable particles. per-, "very," and in-, "not," are freely prefixed to adjectives, seldom to verbs.)

ā- (ab-), away
ad-, to, towards
ante-, before
circum-, about, around
cōm- (con-), with, together
dē-, down, off, away
dis- (di-), apart
e- (ex-), out
in- (adj.), not, un-
in- (verbs), in, on
inter-, between
ob-, before, against, toward
per- (adj.), very
per- (verbs), through,
post-, after
praē-, before
prō- (pro-), forth, forward
re- (red-), back, again
sē-, apart
sub-, under, up (from under)
trans-, across
VERGINIA, VIRGO PLEBEIA
(LIBIDO AP. CLAUDI)

This story follows immediately after the preceding one.

Eodem anno (anno trecentënsimô quârtô ab urbe condita, anno alterô quam mútâta fôrma cîvitâtis erat) sequitur aliud nefâs (aliud facinus nefâs ignôminiôsissimum) in urbe, ab libídine Ap. Claudî orturn. Sequitur nefâs haud minus malô âventû quam quod per stuprum mortemque Lücrëtiae urbe règnôque stuprum -I Tarquinios expulerat, ut nôn finis sôlum Ídem decemviris qui règibus esset sed causa etiam eadem imperii ämittendi decemviris quae règibus esset.

(Annis sexâgintâ ante, annô ducentënsimô quadrâgênsimô quârtô post conditam Rômam, cum Tarquinius Superbus rèx omnês in odium sui addû-xisset, post Lücrëtiae stuprâtae mortem, cum stuprô -äre

Tit.: libido: "violent desire, lust."
1 et sqq. trecentensimo quarto et cetera: see Cognoscite Appium Claudium, §1, and note on numerals immediately preceding (pp. 18-19). 2-3 quam mutata forma cîvitâtis erat: confer, loco citato, quam condita Roma erat. 3 nefâs (neuter indeclinable noun): "anything wrong in the sight of the gods; a sin, a crime." 5 ortum: modifies nefâs. 5-6 quam quod: quam (nefâs) quod. 6 stuprum: "rape." urbe règnôque: understand ab. 8 qui: 9 equivalent to "as." 9 quae: see preceding qui. 13 Lucretiae stuprâtae mortem: Latin is fond of this idiom, English is not. "The death of the
régnasset annös vígintī quīnquē et cum régnātum Rōmæ esse t annös ducentōs quadragintā quattuor, expulsus erat [Tarquinius Superbus rōx], et imperium ab rēgibus ad cōnsulēs, quem ad modum ab cōnsulibus post ad decemvīrōs, trānslātum erat.


10 creātī sunt."


15 que. Bōdem modō uxor (mater virginis) institūta instituō-ere

aped Lucretia" becomes in English "the rape and death of Lucretia." Vide p. 34, l. 6, supra et confer: stuprum mortemque Lucretiae. The verb, stuprare, means, "to rape, defile."

1 regnō: "reign, rule (as a king)." regnatum esset is the impersonal construction: "it had been reigned" (id est, "by kings"). The English demands a personal construction: "kings had ruled at Rome." Or translate, "there had been rule by kings at Rome."

2 Romae: locative case. So domi militiaeque in lines 7 14-15 infra. 7 regnatum: the form of the word "to be" is omitted as often. Compare regnatum esset in lines 1-2 supra. 8 [urbem]: note that words have sometimes been added (as an aid to the student) which do not belong in the printed text, but which should be understood in order to make the meaning clear.

13-14 honestum ōrdinem . . . dūcebat: he held 14 an honorable rank, he was a centurion. 14 rectus: "straight, right, upright." 15 instituō: in + statuo, "set in, institute, train."

Postquam omnia pudōre circumventa esse animadvertit, ad crūdēlem superbamque vim animum convertit. M. Claudio amicō suō negotium dedit ut Vergīniam adsereret. Nōn Claudio negotium dedit ut virginem in libertātem adsereret (Vergīnia liberā erat), sed ut eam in servitūtem ab libertāte adsereret neque códeret (eis) postulantibus.

1 spoponrēt: spondeō -ire spopondī spōnsum, "pledge, betroth." 2-3 Lucius Icilius was a former tribune, an active man, and one of great courage. 3 desponderat: confer spoponderat in the preceding sentence. Note that the reduplication disappears in the perfect system of compound verbs. 7 spē refers to the promises Appius made the girl in his attempt to seduce her when he found her proof against the money (pretio) he offered her. 10 animadverterō -ere (= animum advertō): "take notice of, perceive." 12 adserō (ad + serō -ere -ul): "join to, lay hold of; declare free, claim as a slave." The following sentence clarifies the meaning of adsereret here. 13 et sqq. Do not try to translate such phrases as in libertātem and in servitūtem ab libertate literally. Keep your translation idiomatic. 14 servitus -utis: "slavery, servitude." 15 postulo: "demand, request." 15 et sequentes (eis) postulantibus . . . sententiam and the following parenthesis: "to those who demanded a decision of the judge in favor of the plaintiff, to those who demanded her freedom."

Miserae puellae territa nihilque dicente, ad clamosorem nutricis, metu motae, Quirites (civis Romanos) orantes fidemque Quiritium petentes, fit concursus. Vergini patris, spesique Icili, popu-

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1 sententia: anything one thinks or feels: 5 "opinion, judgment, meaning."  5 abasset: subjunctive because the quod-clause is part of the indirect discourse, part of what Ap. Claudius believed. Subordinate clauses in indirect discourse have their verbs in the subjunctive.  6 nutrix: "nurse."  7 venienti: dative, modifies virginis.  8 manum iniecit: on virginis (line 5 supra).  11 adsertor- oris: confer adsero. "One who asserts a person to be either free or a slave."  12 se: object of infinitive; but note se in next line where it is subject of infinitive.  13 suam domum: with domum, ad is omitted.  15-17 When the nurse shouted, calling on her fellow-citizens and asking their help (fidem), people began to crowd around, streaming in from all directions.
lāre nōmen celebrābātur. Nōn sōlum nōtos puellae et amīcōs sed etiam turbam pulchritūdō eius indignitāsque reī virginī conciliat. Iam puella ā vī tūta erat, cum adsertor ait nihil opus esse multitudine excitata; eam ā vī tūtam esse; sē iūre agere, nōn vī. Vocat puellam in iūs. Amīcis Vergīnī, patris puellae, qui aderant, auctōribus ut auctor -ōris sequerētur, ad tribūnal Appī perventum est.

Nōtam iūdici fābulam, quippe apud ipsum quippe

10 auctōrem argumentī, adsertor (per)agit. Dicit M. Claudius, minister iūdicis libīdinis, virginem līberam in servitūtem adserēns (postulāns sententiam secundum servitūtem): puellam servam servā secundum suā domī suae nātam occultēque (in occultō; id est, nūllō sciente) inde in domum Vergīnī trānslātām

1 notōs: perfect passive participle of nosco. Translate, since it is used as a noun: "acquaintances."

4-5 nihil opus esse multitudine excitata: "that there was no need for the multitude to become excited." The indirect discourse dependent on ait continues to the end of the sentence. 6 iūs: "to court"; before the judge. 6-7 amīcis auctōribus: ablative absolute. 7 qui: antecedent amīcis. auctor: "originator, author, defender, supporter, authority." They advised her to follow the claimer to court.

8 perventum est: Change from the impersonal construction to the personal construction in translating: "they arrived."

9-10 The story that the claimant told was well known to the judge, since the judge (who was Ap. Claudius) was the author of the piece of fiction. 13 quippe: "since, to be sure." 13 secundum: "secondly, according to." 13 et sequentes indirect discourse dependent on dicit. 14 domī suae: locative.
esse (ut ei nātam); vel ipsō Vergīniō iūdice, ad vel ipsum Vergīniō iūdate, ad
quem (ut patrem falsum falsae nātæ) maior pars
iniūriae eius pertineat, id sē probātūrum esse;
interēa iūs esse (iūustum et rēctum esse) servam
probō -āre
5 dominum sequī. Advocātī amīcīque puellae, cum
dīxissent Vergīniō, virginis Vergīniae patrem,
ref publicae causā abesse, eum īnsequentī diē
dafutūrum esse sī ei mūntiātum sit, contra iūs
fāsque esse (iniūustum esse) Vergīniō, honestum
fās
10 ōrdinem in Algīdō dūcentem, ref publicae causā
absentem, in iūs vocārī et dē liberis certāre,
(cum omnia haec dīxissent,) poscunt ut rem inte-
gram decemvir Ap. Claudius in patris adventum
differat, ut sententiam dīcat secundum libertātem,
15 neu patiātur virginem adultam, virō mātūram, bonae neu
fāmae prius quam libertinōs periculum adīre.

1 ut: "as (if).
vel: "or, even."
3 se: subject of probaturum esse. In indirect dis-
course the speaker uses the reflexive to refer to
4 himself. probo: "examine, prove."
4 ius
esse: the impersonal construction in indirect dis-
course.
7 eum: Vergīniō.
8-9 contra iūs
fasque esse: confer iūs esse (1. 4 supra).
9 fas: an indeclinable neuter noun (cf. nefas).
fas refers to divine right and law where iūs refers
to human right and law. fas est: "it is right, it
12 is lawful."
12 dīxissent, poscunt: subject adv-
cati amīcīque.
integer -gra -grum: "whole, in-
tact, pure." Here: "undecided."
15 neu = nēve:
"nor, or not, and not."
15-16 Her good reputa-
tion should not be endangered before the court has
rendered a decision on the question of her freedom.
16 periculum: understand with both bonae fāmae and
libertātis.
Ambiguïs falsisque verbis Appius dēcrētum malum iniūstumque dīcit nē suam libīdinem manifes-
tam reddat (ut sua libīdō cēlētur. Sed tamen ipsī fruṣtrā est. Fruṣtrā libīdinem cēlāre temptat). fruṣtrā

5 In fine sententiae dīcit: Placēre patrem vocārī, interēa adsertōrem dūcere puellam tenēreque usque ad adventum eius qui pater dīcātur.

Adversus iniūriam dēcrētī cum nēmō dīcere audēret, P. Numitōrius, puellae avus, et spōnsus avus -I

[Translation of Latin text]

1 Ap. Claudius spoke as our own poorer politicians (and those of any country) do to the people to cover up their wicked use of office: circumlocutions, high-sounding phrases, obscure language, outright lies, etc., and so: amblguls falsisque verbis.

3 reddat: "render," 3-4 sed— est: i.e., he failed. 4 frustra: "in vain." 5 placere (sibi) is idiomatic. "It is pleasing to himself," means, "he decrees." Instead of "decrees" any appropriate word might be used; e.g., depending on the antecedent of the pronoun: "he decides, he ordains, he believes best, etc."

7 sius qui: "of him who.

8 cum need not be placed first in its clause. 9 avus: "grandfather." 12 et seq. While a word for word translation from Latin to English is impossible, do not make the mistake of going to the other extreme and hopping around the sentence. Try to understand and translate one phrase at a time: "A way having been made . . . . since (cum) the people believed that . . . . the lictor, taking out his axe, said that the judge had given his verdict (decre[vis]sae), and

13 when Icilius raised an outcry," etc. 13 et seq. resisti posse: lit., "that it might be able to be resisted," but translate: "that Appius might be most effectively (maxime) resisted," shifting from the impersonal to a personal construction.
tī posse crēderet, līctor, secūrī expeditā, dē- 
expediō -īre

creāsse ait clāmantemque Icilium vi dē locō movēre
temptat. Placidum quoque ingenium tam atrōx in-
iūria incendisset.

5 "Ferrō hinc tībī submovendus sum, Appī,"
inquit, "ut id tacitum ferās et cēlātum habeās
quod tacērī cēlāriquē vis. Virginem ego hanc sum
ductūrus spōnsamque pudīcam sum habitūrus. Itaque pudīcus-a-um
omnēs collēgārum (cēterōrum decemvirōrum) quoque

10 lictōrēs convocā. Expedīrī (eximī parāriquē) vir-
gās et secūrēs iubē; nōn manēbit extrā domum pa-
tris spōnsa Icilī. Mīhi virgō nuptūra est et nūp-
nūbō -ere
tam uxōremque pudīcam sum habitūrus ego. Sī tri-
būnicium auxilium et prōvocātiōnem, duās arcēs

1 explicio: "disentangle, set free, bring
forth" (ex + pes).

3-4 Note tense and mood of the
verb. The sentence is tantamount to a contrary-to-
fact condition. The if-clause would be: "If he had
had placidum ingenium," but Icilīus diēt not have pla-

cidum ingenium—rather Livy describes him as vir acer.

5 hinc ... submovendus picks up the phrase
vi de loco movere in the preceding paragraph. Do not
forget the "must" idea in the -nd- participle (gerund-
ive). submovendus sum must be treated as a single
6 word, of course. tacitum ferās: "carry off in
silence." celātum habeās: "keep hidden."

7-8 sum ductūrus: ductūrus sum must be treated as a
single word just as submovendus sum was. Such forms
are called "periphrastic forms." The verb ducere is
used for "marry," of the man, i.e., when a man marries
a woman. When the expression is reversed, nubo (infra)
may be used. pudīcus: "modest, chaste."

9 omnēs: lictōres. 12 nūbō -ere nūpsī nuptūm:
"veil, put on the veil, marry (of a woman)." nuptā,
used as a noun: "bride, wife." 13 et sqq. The
taking away of the two bulwarks which safeguarded
liberty from them has not given his lust authority over
their wives and children.

14 arx: "citadel, bul-
wark."
lîbertâtis tuendae, plêti Rômânæ exêmistas, nôn igitur règnum in lîberôs quoque nostrôs coniugës-que nostrâs vestrae libïdînî datum est. Saevîte saevîô -îre in tergum et in umerôs nostrôs, at pudîcitia in 5 tûtô sit.

"Huìc si vis adferëtur, ego fidem præsen-tium Quirîtium prô spônsâ implôrábô (eam petam, ôrâbô, et postâm), Vergînius fidem mîlitum prô ûnicâ ûliâ implôrábit, omnës deôrum hominunque 10 implôrábimus fidem, neque tú, Appî, istud décrëtum sine caede nostrâ umquam referës. Postulô, Appî, caedës -is (ut) etiam atque etiam oûnsìderës (tueâre) quô prôgregdiâre. Vergînius vîderit dë ûliâ, ubi vënerit, quid agat; hoc tantum sciat, si huic, 15 adserentì ûliam ab lîberâtë in servitûtem, ces-cëdô -ere serit, coniugem ei quærendum esse--sciat, si huic cesserit, më eam nôn duotûrum esse. Sed vita ci-tius quam fidës më, vindicantem spônsam in liber-vindicô -ûre tâtëm, dëseret."

3 saevio: "rage, be furious." 4 pudici-tìa: cf. pudor, pudicus.
6 huîc: pudicitiae. fidem: "help."
7 eam: fidem. 11 caedës: "killing, slaughter"
11 (from caedere). sine caede nostrâ: "without slaughtering us"; note that nostrâ is objective, i.e., it supplies the object for the verbal idea in the noun caede. refers: "repeat." 12-13 tueâre, prôgrediâre: re for ris, and remember that these verbs are deponent. 13-14 vîderit, sciat: subjunctives, 15 "let (him)." 15 cëdô: "go, yield." 18 vindico: "claim, liberate, protect; avenge." 19 dëser-รåt: dëserô -ere -sérûf -sërtum: "desert, abandon,
Excitata multitudō erat certāmenque Instāre vidēbātur. Lictōres Iciliūm circumvēnerant; nec ultrā vōcēs (verba) tamen prōcessum est, cum Appius diceret nōn Vergīniām dēfendī ab Iciliō (id 5 est, Iciliūm nōn Vergīniām tuērī, Iciliūm nōn cau- sam Vergīniāe dīcere), sed gravem et odiōsum homi- nem locum sēditīōnis quaerere. Hoc tamen illum frūstrā quaerere. Nōn sē praebēturum (datūrum) praebē -ēre illī eō diē māteriam; sed ut iam scīret nōn id Īn- 10 solentia suae datum (esse) sed Vergīniō absentī et patriō nōmini et libertātī (datum id), sē iūs eō diē nōn dictūrum (esse) neque sē dēcrētum interpositūrum (esse): ā M. Claudius petitūrum, ut dēcēderet iūre suō (sē dē iūre suō dēliceret) 15 dēcēdō -ere puellamque in libertāte in posterum diem manēre paterētur; quod nisi pater posterō diē adfuisset, sē nuntiāre Iciliō similibusque Icili (hominibus neglect. Freely translated, the sentence means: "May I die rather than prove disloyal in defending my be- trothed's liberty."

1-2 ināto; in + sto; also, "approach, threat- 3 en." 3 The trouble was still confined to verbal shafts. 4 dēfendī: present passive infinitive in indirect discourse. The indirect discourse (dependent on diceret) continues to the end of the paragraph. 8 sē: in indirect discourse the reflexive refers back to the speaker; e.g., Appius said that he (sē)

13 ... a M. Claudius petitūrum (sc. sē): "that he would ask of M. Claudius (that) ... . . . ."
14 dēcedō: "go forth, depart, yield" (dē + cēdō).
16 paterētur: subject M. Claudius. quod nisi:
"but unless." 17 sē nuntiāre Iciliō: compare our threatening use of "tell"; e.g., "I'm telling you!" Translate: "that he was letting Icilius know," etc.
gravibus et odiōsis), sē sententiam secundum servitūtem dictūrum. Nec sē collāgārum līctorēs con-
vocātūrum ad coērcendōs sēditionīnis auctōrēs: sē coērceō -ēr
suis līctoribus contentum fore.

5 Cum tempus iniūriae dilātum foret sēces-
sissentque advocātī puellae, placuit omnium prīnum
frātrem Icīlī filiumque Numitōrī (puellae avī),
imπigrōs iuvenēs, pergere inde rēctā ad portam, et impiger
quantum properārī posset Vergīnium accīrī (excīrī)
10 ē castrīs: in eō salūtem puellae vertī, sī posterō
dīē pater eius ad tempus praesēns esset. Iussī,
impiγrī iuvenēs (frāter Icīlī filiumque Numitōrī)
pergunt cītātīque equīs nūntium ad patrem per-
citō -āre
ferunt.

15 Appius paulisper (haud diū) morātus nē paulisper
eius reī causā sēdisse vidērētur, postquam dēpo-

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3 coercoe: "enclose, restrain."  ad co-
ercendos ... auctores: ad with the gerundive ex-
presses purpose. 4 forē = futūrum esse
5 dilatum: from dīfferō; cp. English "dilat-
tory."  forē = esset.  seco: "go apart,
6 withdraw, secede."  6 placuit (eis, referring to
advocatī): this idiom has already been explained. Vi-
de p. 40, l. 5, et n. Read the note in toto. Trans-
late: "they decided."  8 impiger -gra -grum: "not
slothful" (in + piger), "active."  recta: sc. via.
9 That is, "by the shortest route."  9 Verginium:
subject of accīrī. 10 sc: looks forward to the
si-clause. 11 eius: Verginia's. 13 cītātis-
que equīs: on horseback at full speed. cito:
"put into violent motion; cite, summon, call."
15 paulisper: "a little while."
15-16 Appius did not want the people to know that he
had held court for the sole purpose of attending to
this one case.
sitīs rēbus aliīs praecūrā uniqus (rel) nēmō adībat, domum sē recepit collēgisque in castra scribit, nē Vergīnius proficiscī patiantur atque etiam in custōdiā habeant. Improbum cōnsilium sērum sērus -a -um

5 fuit, ut dēbuit, et iam mediā nocte Vergīnius pro-
fectus erat cum Insequentī die māne (sed tamen sērum) dē retinendō eō fruāstra litterae redduntur.

At in urbe prīma lūce cum cīvitās in forō, lūx lūcis exspectātiōne ērēctā, stāret, Vergīnius, vestītū multitudine in forum dēdūcit. Paulisper morātus, Vergīnius ibi cum veste sordīdī homīnēs circumīre coepit et non orāre sōlum opem, sed postulāre (di-

1 In the general excitement over Verginiv's case (prae: "in consequence of, because of"), all other troubles were forgotten. 2 domum: (ad) do-

3 mūtātō, filiām sēcum, mūtātā veste, cum ingenti multitudine in forum dēdūcit. Paulisper morātus, Vergīnius ibi cum veste sordīdī homīnēs circumīre coepit et non orāre sōlum opem, sed postulāre (di-

4 improbum: "not probum"; i.e., "wicked." serus: "late, too late." 4-7 The letter was delivered frustra because, although it came māne, it was never-

5 thes serum since V. had started out mediā nocte. reddere means "give back" (what is due). In the case of a letter the person to whom it is due is the addressee and so reddere litterae means to deliver a letter (and not to return it to the sender).

6 lux; "light, day, daylight." prima luce, of course, refers to daybreak. 9 et sqq. vestītu

mutato, mutata veste, and veste sordīdā refer to the putting on of sordīdī clothes as a sign of mourning. Use the word "mourning" in your translation of such passages. 13 non . . . sōlum: "not only." Note the placing of the important word between the non and the sōlum. 13 et sqq. (licens): words like this are added for the benefit of the student. Latin would not include the word since it would be understood from orāre and postulāre and the indirect discourse which follows.
cëns): sē prō līberīs eōrum ac coniugibus in diēs
singulōs in aciē stāre, nec alium virum esse,
cuius plūra fortiter facta in bellō memorāri possēnt. Vergīnius, paulisper morātus, rūrus dīcēre
coepit: Quid prōdesse (quem ad finem? cūr?) sī, prōsum
tūtā urbe, līberīs suis sint patiēnda ea, quae,
urbe captā, ultima timeantur? Haec dīcēns, prope
ōratiōnem in contiōne habēns, circumibat hominēs.
Similia hīs ab Iciliō lactābantur. Mulierēs plus
10 tacitīs lacrimīs, lacrimandō tacitē flendōque, tacitus-a-w
quam ūlla vōx, movēbant. Quae autem omnia Vergī-
niō frustra sunt (nihil prōsunt).

Adversus hae omnia, obstinātō animō,
Appius—tanta vīs ãmentiae (= dēmentiae) vērius

1 se: in indirect discourse refers to the speaker (here: Vergīnius).
1-2 in diēs: "daily."
The singulōs is not necessary but consider what we can do in English by adding a single tautologous or redundant word: I went every day vs. I went every single day. 3 cuius: "whose" but note that English idiom must determine exactly what word or words will be used in translation: and that there was no other man "of whom" more fortiter facta, etc. fortiter: adverb from fortis, "strong, brave." 5 prō-
sum prōdesse prōfīli: prō + sum, "to be of use, to be of advantage." 6 līberīs suis: dative of agent with patiēnda, as often with the gerundive or verbal adjective. Do not forget the "must" idea or idea of "necessity" in this -nd- participle. Forms of the verb sum form a periphrastic conjugation with the future active and future passive participles and so sint patiēnda "must be endured" by the student as one word. 9 similia: scilicet verba. 10 tacitus: "silent, tacit, unmentioned, quiet"; tacitē is the
11 adverb. 11 quam: comparison after plus.
11-12 Verginio frustra sunt: vide p. 40, 11. 3-4, et nn., et confer (nihil prōsunt) seg.
quam amôris mentem turbâverat— in tribunal ascen-
dit, et ultrō querente pauca adsertôre M. Claudiō, ultrō
quod iüs sibi proximō diē dictum nôn esset, prius-
quam aut ille postulâtum perageret aut Vergīniō
locus respondendi dârētur, Appius interfâtur. interfor
Quem autem sermonem dôcrētō præfâtur? Quibus
ambiguis falsīque verbīs dôcrētum dīcit ut sua
libidō cēlētur? Quem dôcrētō sermonem præstende-
rit, forsan (= forte) aliquem vērum auctōrēs antl-
qui trādiderint: quia nusquam in tantō dēdecore

1 amoris: sc. vis. 2 ultrō: from ulter
-tractum, which is the positive of ulterior, ultimus. ultrō = ultrā ("on the other side"), "besides"; and as here, "of one's own accord, voluntarily."

3 querente—Claudio: ablative absolute. 3 proximo
die: "the day before." The subjunctive is used in
the quod-clause because this is the alleged reason
of Marcus Claudius and the clause is tantamount to a
subordinate clause in indirect discourse. By using
the subjunctive the author disclaims any responsi-
bility for the statement and indicates that he is
merely giving his reader Marcus Claudius' alleged
reason. Such a subjunctive should be indicated in
some manner in translation; exemplī gratia, "because
—so Claudius said—justice had not been rendered
himself," et cetera. Instead of "so Claudius said,"
y any phrase may be used which will indicate that the
reason is Marcus Claudius'. 4 ille: M. Claudiō.
5 interfor: inter + for fārī fātus sum, "speak." The
compound means: "Interrupt." Note another com-
pound of for fārī in the next sentence and with it
compare English "preface." 9 verum: scilicet ser-
monem. 10 nusquam: negative of usquam; therefore,
"nowhere." 10 et sequens Let alone finding the
tue speech, Livy cannot find any speech handed down
which even resembles truth. dēdecore decreti:
Latin often uses a noun with a genitive where English
idiom demands a noun and modifier. We would call it,
"a disgraceful decision (judgment)." But compare our
expression, "he was a giant of a man."
Prīmō silentium aliquamdiū tenuit. Deinde cum M. Claudius circumstantibus mātrōnīs (mulieribus) iret ad prehendendam virginem, mulierumque haud tacitārum lacrimae lāmentābilēs gemitūsque eum accēpissent, Vergīnius porrigēns manūs in Appium, "Iciliō," inquit, "Appī, nōn tibi, meam fīliam dēspondī et ad nuptiās (ad mātrimōnium), nōn ad stuprum ēducāvi. Illīne haec pasṣūrī sint, ēducō -āre nescīō: nōn spērō illōs, quī arma habēnt, pasṣūros esse. At ego certē haec nōn pasṣūrus sum."

Cum abigerētur virginis adsertor ā multitūdine mulierum circumstantiumque advocātorum,
silentium factum per decemviris. Decemviri a libidine motus dicit non tantum (= non modo) proximo diei maledicti Iscilli hodiisque violentiae Vergili, cuius testem populum Romam habeat, sed ab aliis quoque testibus certis testimoniisque haud falsae se invenisisse et cognovisse coetus tota nocte in urbe factos esse ad movendam seditionem. Itaque se haud inscientem (= nescientem) eius certaminis (futuri) cum armatis ad forum descendisse, non ut quemquam quietum coerceret aut violaret, sed ut turbantis civilitatis otium et seditionem moventes otium eti coerceret. "Ergo est quieti! Non turbasse civilitatis otium erit melius et quiessse (erit melius)."

I, inquit, "licitor, submove turbam et dà viam dominum ad prehendendam aervam."

Cum haec clamasset plenus Irae, multitudo ipsa se, sua sponte, dimovit desertaque puella sponte

4 cuius: "of which." The antecedent is violentia. Testem and populum are in apposition.
4-5 sed . . . quoque picks up non tantum.
5-6 se invenisisse et cognovisse: Indirect discourse dependent on dicit at the beginning of the sentence.
6 coetus (com + eō, "go"): "meeting." Meetings were held (factos esse) for the purpose of stirring up sedition.
7 et sqq. The indirect discourse dependent on dicit in the preceding sentence continues, illa (eos) turbantes. otium: "ease, peace, idleness."
12-13 turbasse, quiessse: turbavisse, quiervisse.
13 erit: the subject of erit is the infinitive phrase which precedes it. quiessco -ere: "to rest; to be quiet, peaceful."
16 et sequentes At his threats the multitude instinctively made way--opened up a passage to the girl.
17 sponte: this (the ablative case) is the only form of the word you are likely to meet: "with
stābat. Tum Vergīnius ubi nihil auxilīf usquam vidit, "Prīmum," inquit, "Appī, ignōscē (= veniam ignōscō -ere dā) patriō dolorī, sī quō dūrius tibi maledīxī; deinde patiāre mē hic, cōram virgīne, nūtrīcem ro-
5 gāre, quid hoc rei sit, ut, sī falsō pater dictus sum, placidiōre hinc ānimō discūdam." Appius, "ignōscō," inquit, "patriō dolorī. Rogā cōram virgīne nūtrīcem." Data veniā sēdūcit Vergīnius filiām ac nūtrīcem et ferrō abreptō, "Hōc ūnō modō quō pos-
sum," ait, "te, filiā, in libertātem vindīcō." Pectus deinde puellae ferrō figit (transfigit) figō -ere respectānsque ad tribunal, "Tē," inquit, "Appī, tuumque caput sanguine hōc dēvoveō." 15 Clāmōre ad tam atrōx facinus ortō excitus, Appius comprehendi Vergīniūm ıuet. Quācumque ille ibat, (Vergīnius) ferrō viam facere, dōnec, multi-

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1 nihil auxilīf: the Latin says, "nothing of aid," where we would say, "no aid." Vide last note on p. 47. Vide quoque p. 24, l. 7, et n. 2 ignoscō: "not to notice; pardon (in + nosco)." 3 quo: "in any way, somehow." 5 quid hoc rei sit: "what this is of affair: what this business means." 12 figō -ere fixum: "fix, affix, trans-
14 fix." 14 dēvoveō: this word can mean either, "to consecrate," or "to execrate;" "to devote," or "to curse." 16 quācumque: "wherever"; confer quà. 17 facere: historical infinitive. 17 et seq. He had protection also (etiam) from the crowd that attended him (as well as ferrō).
tūdine etiam prōsequentium tuente, ad portam per-
rēxit. Icilius Numitōriusque corpus puellae
trānsfixae sublātum ostentant populō. Scelus

Appī flent, puellae înfālicem förmam caedemque,

necessitātem patris dēplōrant. Sequentēs clāmi-
tant mātrōnae: eamne līberōrum prōcreandōrum con-
diciōnem esse? Eane pudicoitiae (pudōris) praemia
esse?—Et cētera quae in tālī rē mulierum dolor
subicit. Virōrum et maximē Icīlī (ut suprā nār-
rāvī, L. Icilius tribūnicius erat, vir âcer et prō
causā plēbis magnae virtūtis. Ea rēs Icīlī occā-
siōnem [opportūnitātem] ad repetendum lībertātem

1 tuente: sc. Verginium as direct object.
2-3 The Latin idiom, "to exhibit a raised body" = the
English idiom, "to raise and exhibit a body."
3 sceļus: "wickedness, crime." 4 in-: "un-.
5-6 clamitant: from clamītō -āre, the Intensive of
clāmō -āre, with which you are well acquainted: the
Iteratives
women shout loudly or violently. -tō, -itō, -sō are
added in Latin to many a verb stem. The new verbs so
formed are first conjugation (-itō -itāre -itāvi -itā-
tum; e.g., clamīto clamitāre clamitavi clamitatum) and
they are variously known as Frequentatives, Intensives,
or Iteratives. They denote forcible or repeated ac-
tion—but frequently this force disappears and transla-
tion of the Frequentative in that case does not differ
from translation of the simple verb. Note rogīto.
"keep asking," from rogo -āre, "ask"; and among fre-
quenatives which you have already had note: volīto,
"flīt," from volō -āre, "fly"; iactō, "hurl," from
iacto -āre, "throw"; habīto, "dwell," from habeo,
"have." 6 condiciō (conditiō) -ōnis: "condition,
terms, stipulations." 7 sane: -ne asks the ques-
tion; see eamne in preceding question. 8-9 quae /in
tālī re / mulierum dolor / subiciō. 9 subiciō
(subiciō, sub + iacio): "throw (under), subject;
throw (from under), raise; suggest." virōrum,
Icīlī: with vox tota infra. 9 et sqq. Icilius
and the men harped on just two subjects (tribūniciæ
potestatis and provocatio ad populum).
pēbeiam dabat) vox tōta erat tribūniciae potestā- potestās
tis ac prōvocātīonis ad populum ēreptae.

Excitātur multitūdō partim atrōcitāte sce- partim
leris (scelēris Appī an scelēris Vergīnī?), partim
5 spē, per occāsiōnem, repetendae libertātis. Ap-
pius nunc vocāri Icilium iubet, nunc resistentem
arripī (iubet). Postremō, cum locus adeundi līc-
tōribus nōn darētur, ipse, cum agmine patriciorum agmen -inis
iuvenum, per turbam prōcēdēns (prōgrediēns), in
10 vincula dūcī iubet.

AVE ATQUE VALE, APPI CLAUDI!

† Ap. Claudius poenam dat! Mānēs Vergīniae mānēs -ium
tandem quiescunt! The story continues without a
break.

Iam circā Icilium nōn tantum (sōlum) multi-
tūdō ipsa sed duōēs quoque multitūdinis erant.

1 potestās -ātis: "power." 2 ēreptae: "that had been taken away from them."
3 partim: "partly." 6-7 nunc . . . nunc
. . . postremō: "first . . . then . . . . . . Fi-
6 nally." 6 resistentem: remember that an adjective
or participle may be used as a noun, as here. In
translating into English the noun or pronoun under-
stood must be included. Translate, "when he resisted." 
arripio: "seize, snatch" (ad + rapiō). 8 agmen:
"a moving or driven mass" (from ago -ere), an army
10 (on the march), a band." 10 vinculum (vinculum):
"cord, bond, band, chain." ducī iubet: scilicet
Icilium.

Tit.: ave atque vale: "Hail and farewell."
† manēs: masculine plural, "shades, spirits
of the dead."
Ducēs erant L. Valerius et M. Horātius, qui repellē -ere sō līctōre aiēbant, si iūre Appius ageret, sē vindicāturōs esse ā prīvātō (āve) Iciliūm; etiam aiēbant, si vim adferre (vī ātū) cōnārētur, sē iībī cōnōr -ārī

Hinc certāmen, hinc atrōx rīxa oritur. rīxa -ae
10 Valerium Horātiumque līctor decemvīrī invādit; franguntur ā multitūdine fascēs. In cōntionem Appius ascendit; sequuntur Horātius Valeriusque.

Eōs cōntiō audit; adversus decemvīrum clāmitātur. A prīvātō discēdere Valerius līctōrēs iubet; iubet

1 repellē -ere re(p)pulī repulsum: "drive back, away; repel, repulse." 3 prīvātō: as you have already seen, Ap. Claudius' term of office had expired and his refusal to step out of office was illegal. Valerius and Horatius therefore contended that he was no longer a decemvir but a private citizen.

4 cōnōr: "try, strive, undertake." sē: in indirect discourse, the speakers, Valerius and Horatius.

5 fōrē: futūros esse. 6 resistētur et pugnābitur: in translating change from the impersonal construction to the personal construction: "we shall."

9 rīxa: "quarrel, strife." 11 cōntionem: the contio may be either the assembly (of the people) or the speech made there. 11-12 in cōntionem ascēdere: "to go up (to mount) the platform to speak." 13 eōs: Horātium Valeriumque. clāmitātur: the audience drowns Claudius out with shouts, boos, and hisses. 15 manēre ad: "to remain at the side of."
Iam lictōres a privātō discēdēbant, cum, frāctīs animīs, vitae metuēns, Appius sē in domum metuō -ere propinquam forō, Inscientibus adversāris, capite tectō, recipit. Decemvir (privātus vērō) dē suā vita metuit. Sp. Oppius (decemvir alius haud decemvir), ut auxiliō collegae esset, in forum ex alterā parte inrumpit. Videt imperium vi victum. inrumpō -ere "Vae victīs!" inquit, "vae decemvirīs!" Paulisper incertus est quid faciat; senātum postrōmō vocāri iubet. Ea rēs, quod ācta decemvirōrum patribus (aut certē magnae partī patrum) haud placēre vidēbantur, spē per senātum finienda potestātis eius (et spē per occasionem repetendae tribūniciae potestātis), multitūdinem sēdāvit. Senātus, nec sēdō -āre

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2 metuo: "fear, be afraid." vitae metuens = de sua vita metuens (vide 4-5 infra). se: object of recipit (4 infra).
3 propinquam: cf. proportio, adverb, as well as the comparative and superlative: propior, proximus. The house was near or neighboring to the forum.
4 auxilio collegae: the double dative. Literally one may be translated "for," and the other "to": "that he may be for an aid to his colleague (his fellow-decemvir)."
5 inrumpo: "break into, rush in" (in + rumpō -ere rūpit, rumpō ruptum: "break, burst").
11-14 The crowd naturally grew calmer when Oppius summoned the senate for it knew that the patres disapproved of the conduct of the decemvirs. Therefore the senate might end the decemvirate. And there was the possibility that they might regain (repetendae) through this opportunity some of their former rights abrogated by the decemvirs.
14 sedo: cf. sedeō and English derivative, "sedate." Translate, "calm, soothe, quiet."
itam plēbis excitandam esse, et multō magis sibi cōnsulendum nē quid in exercitū mōtūs faceret adversus Vergīniī, cēnsuit.

Itaque missī in castra, quaē tum in monte Veciliō erant, iūniōres patrum nūntiant decemvirīs ut omnī ope mīlitēs ab sēditioōne contineant. "Se-nātus," inquīunt, "nec plēbem irritandam cēnsuit et multō magis prōvidendum nē quid Vergīniī adversus hic mōtūs faceret."

In exercitū autem Vergīnius mōtum maiōrem, quām reliquerat in urbe, excīvit. Nam prae terquam prae terquam quod cōnspectus est veniēns cum agmine prope quadrīngentōrum hominum, quī, indignitāte reī incōnīsī, (eī) ab urbe discēdentī comītēs sē dederant, strictum etiam tēlum sparsusque ipse cruōre tōta castra in sē convertit. Quaerentibus, quid reī foret, flēns diū vôcem non mīsit; tandem, ut iam

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2 consulendum (esse): impersonal. 3 cēn-seō: "give an opinion, resolve, order." 5 decemviri: collegīs in castra, p. 45, 1. 2, supra. 6 contineant: subject, decemviri. 8-9 quid . . . motūs (vide l. 2 supra): quid + genitive, instead of quem motum ("anything of" instead of "any").

11 quam reliquerat = quam motum quem relique-rat: "than the stir which he had, etc." 11-12 prae-terquam: "except"; prae terquam quod: "except that." 13-14 Almost four hundred men joined Verginius as he left the city. 15-16 tēlum and ipse are both sub jects of convertit. ipse / sparsus cruōre / tota castra / in se / convertit. 16 quaerentibus: (sis) quaerentibus: "to them asking." Translate, making a clause out of the dative of the participle, as is often best, "when they asked." 17 forei = esset.
silentium fuit, ordine cuncta (= omnia), ut gesta erant, exposuit.

Manus deinde tendens orabat ne, quod secundus Ap. Claudii esset, sibi attribuerent, neu a

5 sae, ut parricidam liberum, averterentur. Mecabat sibi vitam filiae suae vitam cariorum fuisse, si ef liberae ac pudicae viverent licitum fuisse; cum velut servam ad stuprum rapit videtur, sae, ratus melius esse liberum morte quam stuprati amitit,

10 miserentem pulleg miserae, in speciem crudelitatis lapsum esse. Nec sae superstitem filiae futurum fuisse, nisi spem uliscendae mortis eius in auxiliis militum habuisset. Illis quoque enim fi-

2 expono: "expose; put out; set forth, explain" (ex + ponere).
3-4 ne attribuerent quod sc. id as antecedent of quod. 5 parricida: "parricide." Lit., one who kills a parent; also, one who kills a near relative. liberum: for liberorum. The short form of the genitive plural in the second (o-stem) declension is sometimes used of certain words—especially by the poets; e.g., deum for deorum, virum for virorum, superum for superorum. 5-7 Contrary-to-fact condition in indirect discourse. Note the form, licitum fuisse. 6 sua vita: ablative of comparison without quam after cariorum. ec: suee filiae. 7 licet: "it (he, she) is allowed." 7 et seqg. The indirect discourse continues to the end of the paragraph. 7-8 cum . . . videtur: scilicet id est suam filiam. 8 rapit: present passive infinitive of rapere. 10 miserentem: with se. 11-13 Contrary-to-fact condition in indirect discourse (futurum fuisse for esset or fuisse of direct statement). 11 superstes -stitis: "surviving"; a "survivor." 13 et sequens illis quoque . . . esset: "to them too there were" = "they too had" (dative of possession).
liâs sorôrêsconiugêsque esse, nec fifiâ sua mortuâ
libidinem Ap. Claudî depositam esse. Aliêna cala-
mitâte illis datum esse exemplum cavendae similis
iniuriae. Quod ad se pertineat, uxôrem sibi fâtô
pertineô-ôre
5 sôreptam, fifiâe, quia non ultrâ pudîca victûra
fuerit, sô miseram sed honestam (= plênam honôris)
mortem dedisse; in domô sua non iam esse locum
libidini Appî. Ab aliâ violentiâ decemviri, sô
eôdem animô suum corpus vindicâtûrum esse, quô vin-
dicâverit (corpus) fifiâe. Cêterî cavêrent simil-
lem iniuriam; cêterî vindicàrent corpora fifiârum;
cêterî sibi ac liberîs sui usôribusque sorôribus-
que cûnsûrent.

Hae Verginiô dicentî multitûdô clamâbat
15 sô nec illius dolôrî nec suae libertâtî défutûrôs

2 alienus: "of, pertaining to another; not
related, strange, foreign." Note derivative "alien."
Cf. also, alius. 3-4 exemplum cavendae similis
injuriae: a proof or illustration of (the necessity
of) guarding against similar injury. 4 quod ad se
pertineat: "so far as related to himself."
5-6 victûra fuerit, perfect subjunctive of the active
periphrastic conjugation (using future active parti-
ciple victûra): "she was not going to live" or "she
had not been going to live" = "she was not able to
9 live." 9 Note well: eôdem animô . . . quo.
10 (corpus): the Latin, of course, does not need the
second corpus. The first corpus would be understood
both with suum (the equivalent of a genitive case;
e.g., sui or Vergini ipsius) and fifiâe. 10-13 ca-
verent, vindicàrent, consûlerent: in indirect dis-
course these forms replace the imperatives which Ver-
ginius used in direct discourse: cavête, vindicâte,
consûlite. Possible translation: "let them" beware
of, etc. or perhaps, "the rest of them must guard
against," etc.

14 haec Vergininô dicenti: "to Verginius
speaking these words." Translate, "as Verginius said
Et cives, eadem illa pluraque querendō nuntiandōque Rōmae Appium prope interfēctum in exsilium pulsum fuisse, perpulērunt ut "ad arma! pellō -ere ad arma!" conclāmārētur et mīlitēs Rōmam profīcis-
5 cerentur. Decemvīri perturbāti perterritīque simul īs quae vidēbant īsque quae ācta Rōmae audierant, ālius in āliam partem castrōrum ad sē-
dandōs mōtūs discurrunt. Et lēniter agentibus lēniter

this." Note these datives of participles in the early parts of sentences and the fact that they can usually be translated quite neatly by clauses. Vide p. 55, l. 16, supra, et n.* (quaerentibus).

1-2 querendo nuntiandōque: lit., "by com-
plaining and announcing that." The gerund in this use (ablative case) gradually begins to replace the present active participle in the nominative. The meaning of the sentence would not differ if it ran: et cives

2 . . . querentes nuntiantesque . . . . 2 Keep the locative Rōmae within the indirect discourse; not: "announcing at Rome that," but: "announcing that at

3 Rome." 3 pellō -ere pepullū pulsum: "strike, drive; impel, expel, repel, propel" (the latter all derivatives of compounds of pello). Note in the com-
pound (perpulērunt), which follows the simple use of the verb (pulsum), that the reduplicated perfect (pe-
pullū), ut fit, does not show the reduplication in the perfect of compounds. The pe- is not present between the per- and -pulērunt. 4 conclāmārētur: imper-
personal passive. Translate into idiomatic English, possibly, "the cry was raised," or "the soldiers raised the cry," or any other phrase in idiomatic English meaning the same thing. Rōmam: for ad Rōmam, as you have had domum for ad domum.

6-7 quae ācta Rōmae audierant: "which, they had heard, had transpired (ācta from ago) at Rome." 7-8 ālius in āliam partem castrōrum . . . discurrunt: note particularly the idiomatic use of ālius in āliam. One decemvīr ran to one part of the camp, another decemvīr ran to another part of the camp. The meaning of ālius in āliam is carried on in di-

8 lēniter (adj.: lēnis lēnis -e
responsum non redditur; imperium si quis inhiberet, respondetur se et viros et armatos esse.

Eunt agmine ad urbem et Aventium Insident, hortantès plèbem ad repetendam libertatem creandosque tribunos plèbias, ut quisque plèbis sibi occurrerat. Alia vox nulla violenta auditæ est.


1-2 si quis inhiberet: "whenever anyone (of the decemvirs) tried to use . . . . . . " 2 respondetur: the impersonal passive; vide conclamarstur supra, p. 58, l. 4, et n. Translate, "the reply was given," or actively, "the soldiers replied."

3 hortor: "exhort, encourage." 5-6 ut quisque plebis sibi occurrerat: the soldiers exhorted each one of the plebs who happened to meet them.

5 ut: "as."

7 senátui placet: idiomatic, "it is pleasing to the senate," = "the senate decided, decreed, resolved," or whatever verb is appropriate. Vide p. 40, 8 l. 5, et n. 8 ab ipsis: by the senate; more particularly, of course, by the decemvirs. 9 consularès: confer tribunicii, which may mean, "former tribunes." 10-11 qui . . . quaerent: qui-clause of purpose; translate, "to ask." senatus verbis: "in the name of the senate." 12 (ii): the Latin does not need to express this antecedent of the following qui. Normally the word would be omitted.
Non défuit (id) quod respondérétur: deérat (is) qui daret responsum, nūllódum certó duce nec -dum satis audentibus singulis invidiae sē offerre. Id modo à multitūdine conclámâtum est ut L. Valerium et M. Horâtium ad sē mitterent: hīs sē datūrōs responsum. (L. Valerius et M. Horatius erant ducēs multitūdinis, qui, paulō ante, repulsō līctōre, si Ap. Claudius iūre ageret, vindicāre sē a privātō Iciliōm aiēbant; a privātō līctōribus discēdendum esse.)

Dīmissīs lēgātīs Vergānius dīcit sībi placēre decem virōs (mīlitēs) creārī, qui summae rei praeessent, mīlitāriōque honōre tribūnōs mīlitum praessum-esse appellārī. Cum ad eum ipsum prīmum is honōs of-

ferrētur, "Meliōribus rēbus mēs vestrisque," in-

quit, "reservāte vestra iūdicia dē mō. Nec mihi iūdīcium-"

1-3 An answer was ready, but since individuals were afraid to expose themselves to the hatred of those in power, there was no one to give that answer. 2 dum as a conjunction means, "while, until," but as an enclitic (attached to another word, as it is) it may be translated, "yet, as yet"; nullusdum, "no one yet"; nondum: "not yet." 5 daturos: so. esse. 7 qui: antecedents, Valerius and Horatius. 9 līctōribus: dative of agent with the passive periphrastic discēdendum esse. The latter is for direct-discourse discēdendum est, i.e., impersonal, "It must be departed by the lictors from." Et vide supra, p. 53, l. 14. 11-12 sibi placere: vide supra, p. 40, l. 5, et p. 59, l. 7, et nn. 12-13 qui summae rei prae-
evār: "to be in supreme command." Vide etiam supra, p. 59, l. 10-11, qui . . . quaerenter, et n. 13 praessum: "be before, over, placed in charge of; govern." 16 iūdīcium: "trial, judgment."
fîlia inulta honôrem üllum grâtum esse patitur, 
nec vôbis, in perturbâtä rê pública, bonum est eôs 
praesse, qui proximi invidiae sint. Si quid opus 
meî est, nihilô minus mê privâtô ûtère." Ita decem 
5 numerô tribûnûs militârês creant.

Neque in Sabînis quiëvit exercitus. Ibi 
quoque, auctÔre Iciliô Numitôriôque, sêcessiô ab 
decemvirîs facta est, nôn minôre mûtû animûrûm, 
Siccî caedis memoriä repetitä (re)novâtäque, quam 
10 quem (mûtum) nova fâmä (dê virgîne ad libidinêm 
adô male foedäque petitä) incenderat. Icilius 
ubi audivit tribûnûs militûm in Aventînô creatôs, 
prîusquam irêtur ad urbem, eundem numerum parî 
potestâte ab suîs creandum cûrât. Agmine deinde

3 qui proximi invidiae sint: Verginius might 
4 have said, qui sint personae non gratae. 4 meî: 
genitive of ego, "of me." Verginius will work 
just as hard in their behalf and be just as useful, as 
a private citizen, as he would holding public office. 
7 auctore Icilio Numitórioque = auctoribus 
Icilio Numitórioque. 7-11 Icilius and Numitorius 
inflamed the temper of the soldiers in this camp not 
only by giving them the gruesome details of the Ver- 
ginia affair but also (and equally) by harping on the 
earlier affair of Siccius. Vide "Qui id fecerunt?" 
pp. 29-32 supra. 9 novo: "make new, renew, re- 
vive, alter." 10 quem (motum): Latin, of course, 
does not require the word motum given here in paren­ 
thesis. The antecedent of quem (motum animorum) can 
be quite readily supplied from motu animorum (8). 
11 foedus -a -um; "foul, horrible." foedê is the 
13 adverb. 13 irêtur: impersonal passive that is 
impossible in English; shift to personal construction. 
13-14 Icilius knew that the same men elected tribunes 
of the soldiers might be elected by the people as 
tribunes of the people, and, since he had designs on 
the latter office himself, it behooved him to see that
mediā urbe in Aventīnum pergunt. Ibi mīlitēs duō-
rum exercituum vigintī tribūnīs mīlitum negotiūm
dedērunt ut ex suō numerō duōs creārent qui summae

5 Patrēs turbātī, cum senātus cottiidiē es-
set, iūrgīs saeptius tempus cōnsūmunt quam cōnsi-
liēs. Sicī caedēs et Appiāna libidō et dēdecora
militiae decemvirīs obiciēbantur. Senātūs placē-
bat, multitō tempore iūrgīs trītō, Valerium Horā-

terō -ere

10 tiumque Īre in Aventīnum. Illī negābant sē itūrōs
aliter quam sī decemvirī dépōnerent Insignia ma-

gistrātūs eius quō, annō iam ante, abīssent.

he was elected tribune of the soldiers by his own men
(ab sui: the noun with sui -ae -a is frequently omit-
ted if obvious). He knew that if his men elected ten,
he would surely be among the first elected.

2 vigintī tribunīs: remember that vigintī,
like most cardinal numbers, is not declinable.

5 cotti-
die, "daily, every day," you have met previously in

the spelling, quotidiē. iūrgium: "quarrel, brawl,
contention." Appiāna: the suffix -ānus often
makes an adjective of a proper name. decemvirīs
obiciēbantur: our idiom might be, "were thrown in

their faces." terō -ere trītī trītum: "rub,
rub off." tempus terēre: "to pass away the
time." negābant: this word means exactly the
same as non ... aiebant in the next sentence. But
note that the non there is part of the indirect
discourse. Remember that negare means, "to say
that ... not, to refuse, to deny." The word
does not mean, "not to say." To illustrate: illī
negābant se itūrōs does not mean, "they did not say
that they would go." But what it does mean is,
"they said that they would not go." Be sure to keep
this point about negare in mind.

aliter: "otherwise." aliter quam sī: "except on the
condition that."
Decemviri sē nōn imperium dēpositūrōs ante quam perlātīs légibus quārum causā creāti essent aśēbant.

Plēbs certior facta (per M. Duillium qui 5 tribūnus plēbis fuerat) senātum iūrgīs saepius quam cōnsilīs tempus terere, et nihil trānsigē, in Sacrum montem ex Aventīnō trānsit, dicente Duillīō cūram in animōs patrum dēscēnsūram nōn prius quam urbem dēserī videant. Mīlitēs, pro-
fictī Viā Nōmentānā, cuī tum Pīcolēnsī nōmen
fuit, castra in monte Sacrō posuēre. Plēbs se-
cūta exercitum, retrahente sē nūllō (et nēmō sē retrahō -ere retrāxīt) qui per aetātem īre posset. Prōsequuntur coniugēs līberīque, miserābilēter rogitantēs, 15 cuīnam sē relinquuerent in eā urbe in quā nec pudor nec līberās sacra esset; in quā sībī nec līberīs nec pudīcis vivere licēret.

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1-2 ante quam perlātīs légibus: "before the laws were enacted." -lātīs is the perfect passive participle of -ferre, of course.
6 transīgē: present passive infinitive. The verb, from trans and āgo, means, "drive through; fin­ish, transact." 7-8 dicente Duillīō: ablative absolute. Translate, "after Duillius told them that."
9 desēri: vide transitī supra. 11-12 secūta:
12 scīlīcit est. 12 retrahō: re- + trahō. trahō -ere trāxi tractum: "draw, drag, lead." re-, "back" or "again." 12-13 The only ones who didn’t go
14 were those who were prevented by age. 14 rogi­tantes: lege rursum notam, p. 51, sub vocibus, "Inten­sives, Iteratives, -ītēs." 15 cuīnam: the enclitic -nam makes the word to which it is attached more em­phatic; e.g., "to whom, in Heaven’s name?" se: refers to the speaker in indirect discourse.
Cum in forō praeter paucōs seniōrum nēmō

esset, et, vocātīs certē in senātum patribus, désertum apparuisset forum, iam plūrēs quam Horātius

ac Valerius clāmitābant: "Quid exspectābitis, pa-

5 trēs cōnscripī? Si decemvīri finem māli imperī cōnscribō

nōn faciunt, passūrī estis omnia perire? Quod

autem istud imperium est, decemvīri, quod amplexī

tenētis, quod semel obtentum perpetuō decemvīrātū

semper tenēre vultis? Forō vacūō, viōs domibusque

domibusque

10 vacūīs, tēctīs ac parietibus iūra vāna dictūrī tēctum -ī

estis? Nōn vōs pudet maiōrem prope numerum in

forō cōnspicī (= vidērī) līctōrum vestrōrum quam

virōrum aliōrum (numerum). Quid factūrī estis sī

hostēs ad urbem veniant? Quid sī plēbs mox, ubi

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1-2 sum / in foro / praeter paucos seniōrum / nemo esset.  2 vocātīs . . . patribus: ablative absolute. certe, "certainly, surely," may also be used (as it is here) in the sense, "at least, at all events."  4 clāmitābant: from clamō -are. not clamō -are. Confer rogītantes supra, p. 63, l. 14, et n. The reference there to p. 51.  5 cōnscribō -ere -scripsī -scriptum: "write together, enrol, compose." patres cōnscripī = patres et cōnscripī = "senators."  7 īste -a -ud (declined like īlla [genitive -īus, dative -ī]): "that" (or "this"), "that of yours"; also expresses contempt in many contexts.  7-8 quod amplexī tenētis: amplexī is nominative plural, but translate the clause idiomatically, exemplī gratia: "which you hold on to so tightly."  10 tectum: "roof, house."  11-13 "A number of your own lictors are to be seen in the forum greater than the number of other men." Remember that (nume-

rum), at the end of the sentence, would be understood but not repeated in normal Latin. The student should note carefully this idiom, "a greater number of lic-
tors than of men."
parum secessione moveâmur, armāta veniat (factūrī estis)? Vultisne imperium finire cāsū urbis? cāsus -ūs
Vultisnē nōn plēbem habēre? At tamen aut plēbs nōn est habenda aut habendi sunt tribūnī plēbis.

5 Nōbis citius dēfuerint patricī magistrātūs quam illīs plēbeīs magistrātūs."

Cum haec ex omni parte iactārentur, decemviri, cōnsēnsū victī, dīcunt sē fore, quandō ita videātur, in potestāte patrum. "Tuēmini tamen nōs," inquiunt, "ab Irā et impetū multitūdinis."

Tum Valerius Horātiusque (ducēs multitūdinis initiō mōtūs) missī ad plēbem revocandam con-

10 diciōnibus quibus viderētur et ad compōnendas rēs, decemvīros quoque ab Irā et impetū multitūdinis

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1 parum (adverb): "too little, not enough"; compare parvus. Comparison: parum, minus, minime.
1-2 (factūrī estis): the Latin normally would not include factūrī estis here because it may be understood from the preceding question. Keep in mind this tendency of writers in Latin to omit whatever word or words may be understood from the context. 2 casus: "a fall, falling"; cf. the verb, cado -ere. This word may mean anything that "befalls," good, bad, or indifferent; e.g., "accident, event, disaster," etc.
4 est habenda, habendi sunt: lit., "must be had." Scilloget nobis, and switch from passive to active: "we must have."
8 fore: future infinitive of esse, not differing in meaning here from futuros esse. quando: "when? when, since; ever"; here = cum (causal).
12 initium: "beginning." 12-13 ad plēbem revocandam, ad compōnendas rēs: these phrases express purpose. 13 viderētur: vide videātur supra (1. 9). Remember that the passive of videre may mean "seem," and the impersonal as here, "it seems best." 14 et sequens decemvīros . . . tuerī: confer tuemī nos supra (11. 9-10).
tuëri iubentur. Profecti gaudio ingenti pléisis in gaudium -if
castra accipiuntur, quippe ducës multitūdinis liberātōrēsque haud dubiē et mōtūs initiō et exitū exitus -ūs ref. Ob haec ial advenientibus grātiae actae;

5 Icilius prō multitūdine verba facit. Idem, cum dē condiciōnibus agerētur, potestātem tribūniciam prōvocationemque postulāvit.

Potestātem enim tribūniciam prōvocationemque repetēbant (et plēbs et militēs), quae ante decemvirōs creatōs auxilia plēbis fuerant, et nē cui fraudē esset excissē militēs aut plēbem ad fraudē repetendam libertātem per sēcessiōnem. Dē decemvirōrum modo suppliciō atrōcia postulābant; quippe cēnsēbant aequum esse sibi eos dēdī vivōsque ignī aequus-a-um

15 cremāri.

1 iubentur: subject, V. et H. gaudium: "joy, gladness."
2 quippe: "in as much as they were." exitus: "a going out; exit; end."
3 gratias agere: "to thank, to give thanks."
5 Idem, as here, is often translatable: "also."
5-6 "Icilius also, when they were discussing terms."
With this meaning of agere, compare our English word "agenda."
9 quae, neuter plur., "which things," but the antecedents are the feminines, potestatem provocatiōnemque. 9-10 ante decemvirōs creatōs: the ab urbe condīta construction, where the main idea is in the participle and the participle should usually be translated as a noun. Here, "before the election of the decemvirs."
10 et ne: et (petebant) ne.
10-11 ne cui fraudē esset: "that it should not be held against anyone." cui: for alicui after ne. fraudē: "fraud; loss, injury." alicui fraudē: double dative. esset: the subject of esset is excissē . . . sēcessiōnem. alicui fraudē esse: "to hurt, harm, cause a loss to anyone."
12 de: with suppliciō.
15 modo: adverb. Note that the final o is short.
14 aequus: "equal, level, fair, just." eos: decem-
Lēgātī ad ea: "Nunc libertātem repetī satis est. Nunc potestātem tribūniciam prōvocātiōnemque repetī satis est."

Permittentibus cūntīs ut facerent ut vel-
cūntus-a-um

5 lent, lēgātī dīcunt sē, rēbus perfectīs (factīs), mox reditūrōs esse. Praefectī cum lēgātī ea patri-
bus exposuissent, aliī decemvīri, quàndo quidem, praeter spem, ipsōrum suppliciī suī nūlla mentiō fieret, haud quidquām negāvēre. Appius, "Videō,

10 inquit, "certāmen adversus nōs differī dō nec ar mal
adversāriīs trādantur. Sanguis invidiae dans
est. Nihil nē ego quidem moror quō minus decem-
vīratū abeam."

Senātūs cōnsultum factum est ut decemvīri cōnsultum-
fī

15 primō quōque tempore magistrātū abīrent, ut Q. Fū-
rius, Pontifex Maximus, tribūnōs plēbis creāret,
et nē cui fraudī esset sēcessiō mili tum plēbisque.
Hís senátûs cónsultís perfectís (factís), dîmissô senátû, decemvirî prôdeunt in cóniōnem abdicant-que sê magistrâtû ingentî hominum gaudiô.

Núntiantur haec plêblî. Omnês Rômam profi-
5 ciscuntur. Armâti militês per urbem silentiô in Aventînum perveniunt. Ibi, Pontifice Maximô comi-
tia habente, tribûnôs plêbis creâvërunt, omnium prînum L. Vergînium, inde L. Icilium et P. Numi-
tôrium, avum Vergîniae, auctôrês sôcessiônîs, tum
10 C. Sicinium, filium eius, quem prînum in Sacrô monte tribûnum plêbis creatûm scribitur, et M. Du-
illium, qui tribûnûtum Insignem ante decemvirôs creâtôs gesserat nec in decemvirîlibus certâmîni-
bus plêblî dêfuerat. Spê deinde magis quam meritîs meritum -i

Villius C. Oppiûs.

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1 his ... perfectis: ablative absolute.
2 senatus consultis: confer senatus consultum supra (p. 67, l. 14). senatus consultum, "decree of the senate," may be treated as a single word in which the form of senatus does not change, but always re-
mains in the genitive.
3 abdicantque se / magistratu / ingenti hominum gudio.
4 Rômam: for ad Rômam. 10 eius, quem: "of that man who." quem is accusative because it is subject of the infinitive creatûm (esse) in indirect discourse governed by scribitur.
13 nec: understand qui from the preceding clause: "and who had not been found wanting by the plebs," et cetera.
14 meritum: this word is used in either a good or a bad sense ("merit, demerit"), referring to whatever one deserves: "reward, punishment." It is contrasted here with the word spes, which refers to the "promise" a person shows.
Tribūnātū initō, placuit nē cui fraudī esset sēcessiō ab decemvirīs facta, ut cōnsulēs cum prōvocātiōne creārentur. Cōnsulēs deinde creātī L. Valerius M. Horātiōs.

5 Cōnstitūtā et potestāte tribūniciā et plē­bis libertāte, tum (multīs diēbus post) tribūnī, iam tūtum māturumque esse adgredi singulōs ratiō confiscātōrem prīmum Verginiōm et Appiōm prīmum reum reus -ī legunt. Cum diēm Appiō Vergiōnīus dīxisset et Appiō

10 us, patriciīs iuvenibus sequentibus, in forum dē­scendisset, memoria foedissimae potestātis omnibus statim renovāta est, cum ipsum satellītesque eius ūidissent.

Tum Vergiōnīus, "Ūrātiō," inquit, "rēbus
dubīs inventa est. Itaque neque ego tempus teram

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1 tribunatu inito, placuit: scilicet tribunīs. As soon as they entered upon the tribunate, the tribunes saw to the passage of the following two bills. Of the first Livy says that Icilius proposed it to the people (plebem rogavit) and the people voted (passed) it (plebs scivit). Of the second he says that Duilius offered the bill and that it passed (Duilius rogationem pertulit).

5-6 constituta . . libertate: abl. abs.
7 maturum: English would probably say that "the time was ripe," adgredi: "approach, attempt, attack," gradior infinitive of adgredior, id est, ad + gradior gradī "step, walk"), which you have had before in compound verbs, such as progredior, "go forth, advance." 8 reus: "defendant." 9 legunt (legō -ere lēgī lēctum), a word with which you are familiar, is used in a number of different, though allied meanings; e.g., "pick, collect; pick out, select, choose; read." 12 satellites: use the English derivative.
accūsandō apud vōs eum ā cuius crūdēlitātē vōsmet
ipsī armīs vindicāstis, nec īstum ad cētera scelere impudentiam (in dēfendendō sē) adicere patiār. 
5 ālia per biennium pessimē foedissimēque es ausus, 
grātiam faciō. Ŭnius tantum crīminis nisi īūdicem crīmen -inis 
dīcēs, tē ab libertātē in servītūtem contrā légēs 
vindiciās non dedisse, in vincula tē dūci īubēbō."

Nec in tribūniciō auxiliō nec in īūdiciō
10 populi Appius ēllum spem habēbat; tamen et tribūn-
nōs appellāvit et, nūllo morante arreptus ā líc-

1 accusando: gerund (verbal noun) in the ab-
lative as is dēfendendo (1. 3 infra). 
vosmet:
vōs is accusative, object of vindicāstis; -met (inten-
sive particle added to pronouns) does not affect the 
meaning of vōs except to make it more emphatic.
2 vindica(ā)stis: "set free, liberate." You have 
met and you will meet this root in several different 
words, usually either with the idea of "claim," or of 
"defend, protect." īstum: remember that this
3 word may denote contempt. 3 adicio (ad + īacio):
"throw to, cast, add." 4-6 omniūm tībi gratiam 
faciō: "I grant you pardon for all your misdeeds" (mis-
deeds may be understood from the adverbs pessimē foed-
4-5 ālia super ālia: "one on top of another, one af-
6 ter another." 6 uniūs tantum crīminis: "on one 
charge only." Note that in the preceding sentence om-
nium was also in the genitive. The charge usually Is.
6 et seq. nisi īūdicem dīcēs; this is an elliptical 
legal expression, with most of its meaning understood 
rather than expressed, "unless you name a judge," that 
is, an impartial refereee, "(to prove that)." 7 et 
seq. Continue to translate this sentence quite freely:
"(to prove that) you were not guilty of granting (con-
trary to the laws) a judgment that sentenced a free 
citizen to slavery," etc. 7 contra: "opposite, 
against, in return, on the contrary."
11 et seq. Note that appellāvit is used of 
the appeal to the tribunes (here), while provōcō, as 
usual, means an appeal to the people.
tōre, "Prŏvocō," inquit. Audita vox, ūna arx lī-
bertātis tuenda, missa ex eō āre quō vindiciae
nūper ab lībertāte in servitūtem contrā lŏgēs dic-
nūper tae erant, silentium fēcit.

5 Prŏ sē quisque multa dicunt: Deōs tandem
esse. Deōs tandem hūmāna cūrāre. Poenās haud cūrō -āre
levēs tandem Appiō Claudiō superbō--sī qui prŏvo-
cātiōnem sustulisset--venire. Superbiae crūdēli-
tātique nōn levēs sed gravēs venire poenās. Eum
10 prŏvocāre qui prŏvocātiōnem sustulisset. Eum im-
plōrāre praeсидium populī qui omnia ĭūra populī
sustulisset. Sērās superbiae venire poenās. Sed
deōs tandem esse. Et superbiae crūdēlitātique et-
si sērās, nōn levēs tamen venire poenās. Deōs
tandem hūmāna cūrāre. Appium superbum rapĭl in
vincula egentem ĭūre lībertātis. Eum rapĭl in vin-
cla egentem ĭūre lībertātis, qui līberum corpus in

1 audita vox: the ab urbe condita construc-
tion. It was not exactly the word itself, but hear-
ing that word dropping from Appius' lips that caused
3 the silence. 3 nuper: "lately."
5 quisque . . . dicunt: although quisque is
singular in form it is plural in sense and so may take
a plural verb. The dicunt puts the rest of the para-
graph into indirect discourse. tandem: although
you need only remember tandem as meaning "at last, at
length" (compare our tandem bicycle on which the riders
ride "at length"), and as "pray" in questions (e.g.,
quis tandem? "who pray?"), do not hesitate to change
the shade of meaning whenever the context demands.
Note deos tandem esse: "There were gods after all."
6 euro: "care for, tend, manage." 8 superbia:
11 "pride" (often in a bad sense). 11 ĭūra: "rights."
13 etsi: "although; yet, and yet." 16 egeō:
"want, be in need, be without."
servitūtem dixisset, qui ab libertāte contrā légēs
vindiciās dedit.

Interea, inter cōntiōnis murmūr, vōx ipsī-
us Appī, implorantis fidem populī Rōmānī, audiēbā-
tur. Maiōrum merita in rem pūblīcum domī militi-
aeque memorābat. Sua merita suumque infelīx ergā
plēbem Rōmānam studium commemorābat.

Plūra commemorābat et tum dīcēbat: in
praesentiā, commūnī iūre cīvītātis, sē cīvem Rō-
10 mānum, dicētā, postulāre ut dīcere liceat; sē
postulāre ut iūdicium populī Rōmānī experīrī lī-
cept. Non ita sē invidiam pertimuisse ut in ae-
quitāte cīvium suōrum nihil spē ābeat. Quod si,
indictā causā, in vincula dūcātur, iterum sē tribū-
15 nōs plēbis appellāre, et sē monēre nē imitentur

3 inter: "amid." 4 fidem: "aid."
5 maiorum (for maiorum natu): "ancestors, fore-
fathers." Cf. magnum natu, "of great age"; and maior
6 (natu), "older." merita: "services." 6 infelīx: in-, "not," and felix, "lucky, happy." The
word modifies studium. Note the prepositional phrase
placed between an adjective and its noun. 7 stu-
dium: "zeal, devotion to." After commemorabat,
Livy adds, quo aequanderum legum causa cum maxima of-
fensae patrum consulatu abisset, "because of which,
for the sake of making the laws equal (for all), al-
though he thereby gave the greatest offense to the pa-
triciāns, he sacrificed his consulship." Vide pp. 20-
25 supra: Cognoscite Appium Claudium.
8-9 in praesentia = in praesenti tempore, in
10 praesens tempus. 10 die dicta: id est, charges
have been preferred against him, an accusation has been
made. 11 experior: "try, test, prove, experience."
12 pertimuisse: per-, "exceedingly, very much," and
timeo. 13 quod si: "but if." 14 indicta: in-,"not." The word frequently refers to lack of a trial.
quos oderint; iterum se provocare ad populum, implorare legis (et consularis et tribunicias) de provocatiune, eò ipsò anno latas. Quem enim provocaturum esse, si sibi, indicta causà, non liceat? Cui plebeio et humilis praesidium in legibus fore, si Ap. Claudio non sit?

Contrà ea Verginius unum tantum Ap. Claudiunm (scelerum inventorem) legum expertem esse expers-rtis aiebat: hominès respicerent tribunal, locum om-}

nium scelerum, ubi decemvir ille perpetuus, ubi scelerum inventor iste, bonis, tergo, sanguini

civium Infestus, virgàs securèsque omnibus parans Infestus

minasque iaciens, iam a caedibus animo ad libidi-
nem versò, virginem, suam (= ipsius Vergini) fì-

15 liam, puellam ingenuam, adultam, formà excellent-


3 latas: "carried, enacted." ferre legem:
5 "to propose a law." humilis: "low, humble, close to the ground" (humus -i, "ground, earth").
5-6 How could any person at the bottom of the caste system hope for any privileges that were not accorded even to a member of the most highly-privileged family in all Rome?

8 expers (ex + pars): "having no part or share in," with the genitive (legum).
9 et sequentes The rest of the paragraph is in indirect discourse. The subjunctive respicerent expresses a command in indirect discourse and replaces the imperative respice which Verginius used in direct discourse.

11 iste expresses contempt; i.e., "that," spoken contemnptuously. bonis: "goods," refers to one's estate or personal fortune. Like tergo and sanguini it is a dative with the adjective infestus (-a -um), "hostile, ready for battle; dangerous." 13-14 animo...verso: ablative absolute. 15 ingenuus -a -um: "free-born, noble; native."
temp, virō mātūram, amīcō dōnō dederit; ubi hanc virginem ingenuam in oculīs populi Rōmānī, velut bellō captam, ab complexū (aut amplexū) patris complexus-ūs abreptam (raptam), ministrō cubiculī suī amīcō 5 dōnō dederit; ubi crūdēlī dēcrētō dextram patris in filiam armāverit; ubi virginis spōnsum avumque, tollentīs eius corpus mortuum aut prope mortuum, in carcerem dūcī iussērit, stuprō prohibītō magis carcer -eris quam caedes mōtus.


(et n.), iūdīcem dices, "name a judge." In this earlier passage, "you" refers to Ap. Claudius, the defendant, and iūdīcem dīcere is the correct legal idiom. In the present passage the accuser or prosecutor "proposes" a judge or referee, and ferre iūdīcem is the correct expression. Both expressions are elliptical. Translate: "propose a judge (before whom he may prove) that he did not," etc., or "challenge him to name a referee (and to prove before him) that he did not," etc.

10 arreptus: scilicet est. 15 bona: neuter plural, "estate, goods"; here, "estates.
16 públicō: "make public, confiscate."
Et M. Claudius, adsertor Verginiae, minister Appi cubiculi, die dicta, condemnatus, ipsò remittente Vergineo ultimam poenam, dimissus, in exsilium abiit, mānesque Verginiae, fāliciōris 5 mortuae quam vivae (ut fit), per tot domōs vagātī vagor ārī ad petendas poenas tandem quiēverunt. Mānes filiae Vergini, gravissimo suppliciō dē omnibus sōns sōntis tibus sūmpō, tot sōntibus tot patribus suppliciō pūnitīs (nūlō vērō sōnte relictō), tandem 10 quiēverunt.

**REX MORTUUS: VIVAT REX!**

Although Livy (Titius Livius) called his historical work *Ab urbe condita*, his narrative actually began with Homeric times (the legend of Aeneas). In the first few chapters he traced Romulus' descent from Aeneas and thus Rome's descent from Troy. We shall now take up this narrative at the point where Numitor, the grandfather of Romulus and Remus, was driven from his rule by his brother Amulius.

Pulsō frātre Amulius rēgnat. Āddīt scele-rī scelus. Fīlium frātris interēmit Amulius; frā- interimō-ere

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1 et sqq. Always keep to the Latin phrase order, if not to the actual word order. Understand or translate one phrase at a time and Latin will prove less difficult than it might otherwise. 4-5 Virginia had proved to be luckier dead than alive. 5 tot, "so many," which you met in the earlier readings, is indeclinable (*vide l. 8 infra*). vagor: "wander, wander about." sōns: "guilty." 12 interimo: "kill, destroy" (inter + emō, "take"). As a simple verb, emō usually means "buy";
tris filiae, Rēae Silviae, per speciem honōris, cum Vestālem eam lēgisset, perpetuā virginitāte spem liberum adimit.

Sed dēbēbātur, ut crēdō, fātīs tanta urbs condenda. Fātīs quidem dēbēbātur, crēdō, tantae origō urbis (initium Rōmae), maximīque imperiī prīncipium secundum deōrum opēs. Stuprāta Vestālis, cum duōs filīōs ēdīdisset, sīve īta rata, sīve quia deus auctor culpae honestior erat, Mār- honestus

10 tem incertōrum filīōrum patrem dīcit.

Sed nec dēl nec homīnēs aut ipsis aut li- berōs ā crūdēlitāte rēgiā vindicant. Sacerdōs in vincula et in carcerem dūcitur; puerōs in fluentem aquam (in flūmen Tiberīnūm) mittī iubet. Forte Tiberis ad id temporis super ripās difluēbat.

Virī puerōs ferentēs nusquam ad annīs cursum, nus- annīs -is quam ad aquam fluentem adīre poterant. Spēs eōs

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N.B. adimo infra (p. 77, l. 3).

1 filiae: dat. with adimit infra (l. 3).
2 Vestālem: priestess of Vesta (goddess of the hearth and domestic life), "Vestal virgin." liberum = adīmo: "take away" (ad + emo, "take").
3 V. n. supra (p. 76, l. 12).
7 opēs, opīs: in the plural, "might, power."
The word may also mean, "help, resources, forces.
9 honestus -a -um: "honorable, beautiful, distin-
guished," but not necessarily honest.
12 regia = regīs. Distinguish between its use as an adjective (as here), "royal," and its use as a noun, regia -ae, "palace."
sacerdōs -dotis: "priestess," here, rather than "priest," as you have met it before.
16 annīs: "stream, river," et cetera.
ferentibus dabatur infantes aqua haud fluenti mergi posse. Ita, velut defuncti regis imperii (velut iussa regia facientis), in proxima aqua (in aqua haud fluenti) filios Reae Silviae (nepotes Numitoris) alveo expdnunt.

Vastae tum in his locis solituidines erant. Tenet fama, cum aqua alveum, quod expositi erant pueri, in sicco deposuisset, lupam ex montibus qui circa sunt ad puero rum lacrimas et clamorem cursum flexisse; eam (id est lupam) infantibus lac praebuisse; magistrum regi! pecoris lupam linguam lactam pecus-bris bentem pueros invenisse. Faustulo fuisse nomen ferunt. Ab eo Laurentiae uxori liberos educandos datos esse. Sunt quid putent Laurentiam corpore

commun et publico lupam inter pastores vocatam: inde locum fabulae ac miracula datum. Credisse lupam ex montibus ad liberos cursum flexisse? An credisse magis lupam ex pastorum domibus venientem infantibus mammas praebuisse?

2 defungor -fungi -functus sum: "perform, finish." fungor and its compounds are usually followed by the ablative instead of the accusative.
5 alveus: "a hollow," anything shaped like a hollow: "trough, boat," etc.
7 tenet fama: followed by indirect discourse.
8 lupa, "a she-wolf," may also mean, "prostitute" (compare "bitch"). 10 flexisse: flexo-ere. You have met the phrase, flexis genibus. lac lactis, neuter: the she-wolf gave them suck. 11 pecus: 13 "cattle, herd, flock"; cf. greg. 13 ferunt in this meaning is followed by the indirect discourse. 15 lupum . . . vocatam: what is the other meaning of lupa?
Ita genitī itaque ēducātī, cum prīmum adulescentēs fuērunt, rōbare corporibus animīsque sūmptō, iam nōn ferās tantum petere sed quoque, grege iuvenum (pāstōrum) in diēs crēscentē, in lætronēs, praedā gravēs, impetūs facere pāstōribusque rapta dividere. Diē quādam Rōmulum Remumque in īnsidiās incidisse ferunt; lætronēs īs ob Iram praedae āmissae īnsidiātōs esse; cum Rōmulus ēgregiē vi contra vim sé défendisset, īrātōs lætronēs Remum resistentem pugnantemque per īnsidiās cépisse; iuvenēs quādam fortissimōs (pāstōrēs) āmissōs; petentēs poenas, īnsidiātōrēs (lætronēs ob praedam āmissam īrātōs) Remum captum régī Amūlliō trādidisse ad supplicium sūmendum.

Crīmini lætronēs maximē dabant in Numitōris agrōs finitimus ab īs impetūs fierī; inde eōs, collectā iuvenum manū, in modum hostīlem praedās agere. Sic Numitōri ad supplicium Remus

1 geniti: signo -ere, "beget, bear."
2 robur: "strength, oak."
3 et sequentes The infinitives here are historical. Distinguish these from those dependent on ferunt in the next sentence (indirect discourse).
4 grege: "of the boys.
8 abl. abs. in dies: "daily."
8 praedae amissae: ab urbe condita construction. The important element is in the participle. The brigands felt anger not over the booty but over the loss of the booty. īnsidiatos esse: deponent.
15 crīmini: "their principal charge was that," followed by indirect discourse.
16 finitimus -a -um: "neighboring." 17 manū: remember that manus may mean either "hand" or "band" (body of men).
dēditur. Sic Remus avō suō, nullō sciente, trāditur.

Iam inde ab initiō Faustulō (magistrō rē-
gil gregis qui lupam linguā lambentem puerōs in-
venerat) spēs fuerat rēgiam stirpem apud sē ēdu-
cāri. Nam Infantes iussū rēgis expōsitōs scībat.
Sciēbat et tempus quō līberī expōsitī esset et
tempus quō ipse eōs sustulisset. Haec eōdem tem-
pore facta esse scībat. Sed rem inmātūram nisi
aut per occasiōnem aut per necessitātem aperiō
nōluerat. Necessitās prior venit; ita metū āctus
Rōmulō rem Faustulus aperit.

Forte et Numitōrī, cum Remum habēret (nam
Numitōrī ad supplicium Remus dēditur), et cum
audīsset gēminōs esse frātres, memoria nepōtum
animum tētigerat. Rogitandōque eōdem pervēnit,
ut haud procūl esset quīn Remum cognōsceret. Ita
undique rēgī dolus parātur.

3 inde ab initio: "from the very beginning."
5 stirps: "trunk (of a tree); shoot, stalk, root;
9 offspring." 9-11 Faustulus had not wanted to
disclose the truth about the children's origin unless
the time was ripe for it—either when a good oppor-
tunity (occasionem) offered itself, or, as actually
happened, necessity forced his hand.
13-16 When Numitor was questioning Remus, it
suddenly dawned on him that the latter might be his
grandson. 13 Numitorī: dative with animum tēti-
gerat. 15 gēminus: "twin." 16 tētigerat:
tango -ere.  eōdem: "the same conclusion."
17 quīn: you will find it necessary to translate this
word in many different ways. Often quīn plus a finite
verb may be translated as "without" or "from" with a
participle. Here, "he was not far from recognizing" =
Rōmulus nōn cum grege iuvenum—nec enim erat ad vim apertam pār—sed pāstōribus alīis alīō itinere iussīs certō tempore ad rēgiam venīre, ad rēgem impetum facīt. Et ā domō Numitōris, aliā manū parātā, adiuvat Remus. Ita Rōmulus, iuventibus dīs, rēgem Amūlium (frātrem Numitōris) obtruncat. (Amūlius scelerī scelus addiderat. Stirpem frātris pulsi virīlem interēmerat. Sacerdōte (frātris filiā) vīntā et in carcerem ductā, geminī vincō—irē nōs in prōfluentem aquam expónī iussērat. Nunc poenam dedit.)

Numitor, rēge interemptō, statim vocātō conciliō, scelera in sē frātrīs ostendit. Originem nepōtum, ut genitī, ut ōducātī, ut cognitī essent, caedem deinde rēgis sēque eius auctōrem nūntiāvīt. Inde rēx fit.

"he almost recognized." Depending on the context quin may mean "that" or "that not." Here, "but that" is a possible translation. 18 undique: "on" or "from all sides."

2–3 pastoribus . . . iussis: ablative absolute. 2 alīis alīō: the double use of alius requires a lengthy translation, "some (shepherds) by one route, others by another." 3 regiam: the noun. venire: the infinitive is dependent on iussis. 6 dis: dels. 9 vincō—irē vincī vinctum: "bind, fetter." Distinguish between this verb and the two other verbs, (1) vincō—ere vici victus, "to conquer," and (2) vīvō (the verb meaning "to live," used in the title of this selection) —ere vīxi victus. Note the long i in the last form and compare that with victus (short i), the perfect passive participle of the preceding verb, vincō.
HAUD IN DIE UNO

After they had helped restore their grandfather Numitor to the throne of the Alban state, Romulus and Remus conceived the idea of founding a city in the place where they had been exposed and brought up. The year was 753 B.C. As soon as the city (Rome) was founded, by the Latin method of reckoning the year was A.U.C. 1 (id est ab urbe condita 1 aut anno urbis conditae 1).

Ita Numitòrî Albānā rē permíssā, Rōmulum Remumque cupidō cēpit urbīs condendae in īs locīs cupidō-inīs ubi expositī ubique ēducatī erant. Et maxima erat multitūdō Albānōrum Latīnōrumque; ad id pāstōrēs quoque accesserant (haud parve erat pāstōrum quo- accēdō-ere que multitūdō). Quī omnēs, pāstōrēs et Albānī Latīnīque, spem facile fēcerant parvam Albam, parvum Lāvīnium fore prae eā urbe quae condērētur.

Intervēnit deinde hīs cōgitātiōnibus cōn-

10 siliṣque avī malum, rēgnī cupidō, atque inde fœ-
dum certāmen, ortum ā satis mītī pīncipiō. Cum mītis-e

2 cupidō: "desire, love." 3 et = stiam. maxima: remember that in addition to "most" and "-est," 5 the superlative may be translated, "very." 5 accedere: "to be added"; lit., "to come to, approach," ad + cedere. 6 qui: remember to translate this word not as a relative but as a demonstrative at the 7 beginning of a sentence: "and these." 7 spem . . . fēcerant: followed by indirect discourse. 10 malum: translate, "curse." 11 mītis: "mild."
gemini essent et ipsorum sadem esset aetatis, ut dif auguris legerent, qui nomen novae urbi dare, qui urbes conditam imperium regeret, Palatium Römulus, Remus Aventinum templar ad auguria captanda legunt.

5 Prior Romo augurium venisse fertur, sex aves (Römulo nihil venisse dicitur). Iamque nulli augurii, cum duplex numerus (duodecim aves) Römulo se ostendisset, utrumque regem sua multitudine salutaverat. Illi, tempore praecptum (Remo priori

10 augurium venerat), regnum et murus novos trahebant, at hic numerum avium (Römulo duplex numerus se ostenderat) novos murum et regnum petebant.

(Aliquo loco apud deos clarâ voce diu rëdëbatur.)

Excitata multitudine, excitata turba erat turba -ae certamenque instare videbatur. Nec ultra voces processum est cum Remus diceret, si Römulus vim adferre conaretur, se ibi haud imparem fore. "Non conatum esse," inquit, "vì ûtì, erit melius. Nós tibi et tuís haud impares erimus." Hinc certamen,
hinc atrōx rīxa oritur; certāmine Irārum ad cae-
dem vertuntur. Ibi in turbā ictus Remus cecidit.

Una fāma est haud Rōmulum ipsum eum necā-
visse. Vulgātior fāma est Rōmulum ipsum Remum
vulgō -āre
5 obtruncāsse; Remum, frātre et frātris verbīs con-
temptīs, novōs trānsiluisset mūrōs. Inde cum Remus trānsiliō
mūrōs trānsiluisset et cum Rōmulus, verbīs quoque
Insequēns, adiēcisset, "sic deinde, quicumque
alius trānsiliet moenia mea," ab Īrātō Rōmulō,
moenia -ium
10 prōcēdentī ultrā vōcēs, Remum interfēctum esse.
Ita ortum ā satis mītī principīō, certāmen malum
cōnsiliīs urbīs condendae intervēnit. Vōx tamen
secūta ex omni multitūdine nōmen imperiumque Rō-
mulō rēgī dedit. Ita sōlus potītus imperiō Rōmu-
lus; condita urbs conditōris nōmine appellāta.

1 irarum: "angry words? name-calling?"
2 vertō -ere vertī versum: "turn, turn round, turn
to." Both the active and passive of this verb may
be used as a reflexive (middle voice); vertere and
vertī (infinitive): "to turn oneself." ictus: 
ab anguine in herba.
4 vulgātior: comparative of the participle
of vulgō ("make common to all, spread abroad") used
as an adjective ("common, well-known").
5-6 con-
temptīs: from contemno. trānsiliō -īre: trāns-
+saliō -īre salūl saltum, "spring, leap, jump."
saliō
9 moenia -ium (the genitive plural ending indicates
that moenia is a neuter word used only in the plural):
(of a city) "walls, fortifications, defense." Com-
10 pare murus. 10 interfēctum esse: the indirect
discourse is still dependent on vulgātior fāma est
(1. 4 supra). 14 potior: "get, obtain, possess."
Just as there are verbs in Latin which take a dative
where in English we find a direct object, so there
are verbs governing an ablative or a genitive (re-
placing an English direct object). This verb usually
Palætium primum, in quo ipse (et frater geminus Remus) erat educatus, muniiit. Vocata ad munio -ire concilium multitūdine, iūra dedit, Græcōbat interea urbs adpetendō alia atque alia loca moenibus, cum in spem magis futūrae multitūdinis--iam Rōmulum cupidō cēperat asylum apérendī--quam ad id hominum quod tum erat mūniment. Deinde, né urbis magnitudō vāna esset, adiciendae multitūdinis causā, vetere cōnsiliō contendit urbēs, quī, conciendō (coniendō, exciendō) ad sē multitūdinem obscuram atque humilem, nātam ē terrā sībi prōlem falsō (haud vērum dicentēs) mūniābant, locum quī nunc ascendentibus inter duas lūcōs est, asylum aperit. lūcus -ī

Eō fugit ex finitimis populīs turba omnis, liber et servus, cupida novārum rōrum, idque prīmum rōboris ad coeptam magnitudinem fuit. Cōnsiliō deinde viribus parat. Centum creat senātō-

governs an ablative although it may take a genitive instead. Cf. utor.

2 munio (also moenia): "build moenia, build, surround, fortify, defend." 5-7 They built not for the number of men (ad id hominum) they already had in the city but with an eye to the number of citizens they hoped to have in the future. 6 asylum: "asylum, sanctuary, place of refuge." 8 et sequentes. Do not hop around the sentence. Always stick to the Latin phrase order. 9 qui: antecedent, the men who found cities. 12-13 locum and asylum are in apposition. 13 ascendentibus: "as one climbs the hill"; lit. "for those . . . . . ." lūcus: "(sacred) grove." What is the point of the phrase, lūcus a non lucendo?

14 eo = eo loco.
Although Romulus had obtained a large population by using the device of sanctuary (asylum), without fertile soil in which that population might deposit its seed, by the inexorable law of nature, when the last of this rather doubtful human increment had perished, Rome would be back where it started. Woman was therefore Romulus' next great need. His solution of this problem, as will be seen, was quite typical of himself.

Valida iam rés Römēna erat, Palātiō mūnīs validus
5 tō, cum sō turba omnis ex fīnitimīs populīs fūgīs-
set, iūribusque datīs, cum iam vīrīum haud paeni-
tēret, cōnsiliō vīribus parātō; sed reī Rōmānæ
Rōmānīsque pēnūria tamen erat. Haud cībi pēnūria pēnūria -ae
erat Rōmānis, haud sapientium cīvium bonōrumque,
10 sed fēminārum līberōrumque. Cīvītātēs fīnitimae
īs nōn deērant. Nōn tamen erant īs cum fīnitī-
mis civilitatibus coniugia. Ne connubium quidem Rōmānīs cum finitimīs erat.


Rōmānī fortēs erant et fortēs fortūna iuvat. Sed pēnūriā mulierum liberōrumque hominis aetātem dūratūra (id est stātūra aut mānsūra) magnitūdō erat, quippe quibus nec domī spēs prōlis nec cum finitimīs connubia essent.

Cum ad Rōmulum novus honōs offerrētur, "Meliōribus rebus melis vestrisque," inquit, "reservāte vestra iūdicia dē me, Fēmina est malum sed malum necessārium. Opus est mulierum. Fēminae quaerendae sunt."

1 connubium: "marriage, the right of inter-marriage."

8 quilibet (qui quae quod [quid] + libet, -ēre, "it pleases"): "any (anyone) it pleases you, any you will, anything." The form here is dative with par.

11 aetātem: accusative of extent or duration of time.

12 duro: "make" or "become hard" or "dry." Figure out the meaning of the word in this passage from the parentheses that follows it. 13 quippe quibus: quippe quī "since he" (inasmuch as being one who); quippe quibus: "since to them (there were)" = "since they (had)," and should be so translated.
Tum ex oũnsillÔ patrum Rômulus lêgâtôs
circâ vicinâs gentês mísit, qui connûbium novô
populô peterent: urbês quoque, ut cêtera, ex ïn-
fimô nãscî; dein (= deinde), quãs (urbês) sua vir-
tûs ac di iuvent, magnês opês sibi magnumque nômen
facere; satis scîre origîni Rômânae et deôs adfuis-
se et nôn défutûram virtûtem; nê dubitãrent homi-
nês cum hominibus sanguinem ac genus miscère; eum
bis dare qui cito det. Haec verba lêgâtî prô bonô
10 públicî dicëbant.

Nusquam amioî (aut benignê) lêgâtô audîta
est; adeô mortâlês simul spernëbant, simul sibi ac
posterîs suis metuêbant tantam môlem in mediô crês- mûlês -is
centem. Lêgâtî dimissî à quibusdam rogîtantibus
15 fœminîsne quoque asûlum aperuissent, quid tandem
fœminîs quoque asûlum nôn aperuissent; id enim dé- dêmum

2 vicinus: "neighboring." 2-3 qui ...
peterent: the clause expresses purpose, "to seek."
3 What is the antecedent of qui? 3 ff. (= et sqq.)
The words of the envoys to the neighboring peoples
follow in indirect discourse. A verb of speaking is
not necessary to introduce the indirect discourse;
infinite and subject accusative are just as effec-
tive in Latin as quotation marks are in English.
7 ne dubitârent (indirect discourse) = noli dubitare
(direct discourse). non dubito quin miscîam = non dubi-
to miscere = "I do not hesitate to mingle." non dubi-
to quin may, of course, mean, "I do not doubt that."
9 cîto: adverb of citus, "quick."
13 moles; a "mass" of anything, literally and
figuratively; e.g., "heap, mass of men, might, power," etc.
16 demum: "at length, indeed"; sometimes the
"indeed" is very emphatic, as here. id demum: "that
and that alone."
mum pār connumbium fore. Irātus Rōmulus; patrēs turbātī; excitāta multitūdō.


Cui ut tempus locumque daret Rōmulus, dis-simulāns sē rem aegrē ferre, lūdōs Neptūnō parat lūdus -ī (id est ad Neptūnī honōrem aut honōris dei causā). Nūntiārī deinde finitimīs spectāculum iubet, quan-tisque opibus tum poterent, celebrārī, ut rem clā-ram exspectātamque facerent. Invītātī multi mor- invitō -āre tāles convēnēre, studiō etiam videndae novae ur-bis, maxime proxīmi quīque; etiam Sabīnōrum omnīs

4 aegrē: "vix, painfully, unwillingly, with difficulty." aegrē ferre, "to be distressed, to take it ill that."

11 cui: how do you translate qui, etc., at the beginning of a sentence? What is the antecedent of cui here? 11 et sqq. Romulus dissembles his feelings and announces that he is about to put on a "show to end all shows," to which he invites all the neighboring peoples. 12 lūdus: "game, sport." 16 invitō: "invite, entice." 18 proxīmi quīque: quisque is used idiomatically in a number of different ways, most of which you have already had. Nota maxime: suum caique, "to each his own"; optimus quīque: "the best"; primus quisque: "the first possible," but decimus quisque, "one in ten." Quisque often takes a plural verb.
multitūdō cum līberis ac coniugibus vēnit. Invī-
tātī hospitālīter per domōs, cum moenia et fre-
quen tam tēctīs urbem vīdissent, mīrantur tam brevī
rem Rōmānam crēvisse.

5 Ubi spectāculī tempus venit, dēditaeque eō
mentēs cum oculīs erant, tum ex compositō (ex cōn-
siliō initō) orta est vīs, signōque datō, iuventūs iuventūs
Rōmāna ad rapiēndās virginēs discurrīt. Magna pars
forte raptāe, in quem quaeque inciderat. Hominēs

10 ex plēbe, quibus datum negotīum erat, quāsdam vir-
ginēs fōrmā excellentēs, prīmōribus patrōm dēsti-
nātās, domōs (patrōm hōrum) (dē)fērēbant. Maestī maestus-a-um
parentēs virginum, turbātīs per metum lūdīs (et
fīnitō quidam per vim spectāculō), fugiunt, dīcen-
tēs rem rūrsus rūrsusque violātī hospitīl scelus,
invocantēsque in vicem deum (Neptūnum), cuius ad

2 frequens -entis: "crowded, filled, fre-
quent." 3 brevī = brevī tempore. 4 crēvisse:
from cresco, not cerno.
7 iuventūs -ūtis: "youth, young men."
8-9 magna pars . . . raptāe: grammatically pars is
singular and raptāe is plural; however, there is log-
ical agreement, if not grammatical agreement, since
magna pars = a plural number of virgines. Plurals are
often used with singular collective nouns. Cf. quis-
que, et notam supra (p. 89, l. 13). 9 in quem, etc.:
by whatever man each girl happened to encounter.

12 domos = ad domos.
16 maestus: "sad." 16 vicis, gen. sing., is not used
in the nominative. Consider the phrase frequently
used in English speech and writing, vice versa. The
word is used too idiomatically to permit translation
by any single English word for all occurrences, and it
will be necessary for the student to guide himself by
the context whenever he meets it. Possible transla-
lūdōs, per fās ac fidem (ruptam) déceptī, vēnnissent.

Nec raptīs virginibus aut spēs dē sē est melior aut indignātiō est minor. Nec ïrae mollīō -ire molliō -ire
untur. Virginēs quoque in vicēs violātī hospitī faciunt accūsant Neptūnumque invocant. Sed ipse Rōmulus circumibat, docēbatque id patrum superbiā factum, quī connūbium fīnitimīs negāssent: illās tamen (puellās raptās) in mātrimōniō fore; illās in societāte fortūnārum omnium cīvitātisque, et societās-ātis quō nihil cārius hūmānō generī sit, liberum fore; mollīrent modo ïrās et (ēs), quibus fors corpora dedisset, darent animōs. Saepē ex iniūriā grātiam post ortam, eōque illās mellīōribus virīs ūsūrās esse, quod prō sē quīisque nīsūrus sit ut quam nītor nīti

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8 mollīō: "make soft, mild." 4 molliō: "make soft, mild." 3 qui: causal (antecedent: patrum), "since they." 8 et sqq. Indirect discourse. 11 quo: abl. of comparison, "than which." liberum: liberorum, with societate, "society, alliance" (cf. socius). 12 mollīrent (indirect discourse) = mollīte, imperative (direct discourse). fors: nom. of forte. 14 post: adverb, not preposition. eō: "on this account." usurās: "enjoy?" 14 et sqq. The Sabine women would have or enjoy finer husbands because the Romans, conscious of what they had deprived their wives, would try to be father, mother, sister, brother, fatherland, and husband (all rolled into one) to them. 15 nītor nīti nīsus or nīxus sum: "rest" or "lean on; strive, endeavor."
optimus maritus sit utque, cum suam vicem ut maritus explöverit, parentium etiam patriaeque expleat désiderium.


3 désiderium -ii: "yearning, longing." These English words should not be confused with "desire," which désiderium may also mean in some contexts. It cannot be pointed out too strongly to the language student that an English dictionary and its constant use will often prove more beneficial to him than a foreign language dictionary. Whenever a word is used either in explanatory matter or in translation which the student does not fully understand—an English word, that is—he should make it his business to learn the word. The student cannot possibly hope to understand Latin which he translates into English with words he does not understand.

7 dulcis: "sweet." 10 velim (dicere): "I'm trying to say," or "I mean." 10-11 nonne me amabis: nonne points to an affirmative answer, "you will love me, won't you?" 11 oculīs: abl. of comparison, replacing quam after plus. omnes an-
12 nos: acc. of extent of time. 12 utinam . . . pos-

sem: "would that I were able." loquor loquī locutus sum: "speak (of)." How many English derivatives of this word can you think of?

13 et sequentes Watch out for tricky uses of the vocative case.
-93-
deōs superāre vidētur, qui adversus sedēns té
dulce rīdentem spectet et audiat. Fīlia pulchrior
mātre pulchrā, carpe diem. Dum loquīmur, tempus carpō -ere
fugit. Carpe diem. Pulchritūdō tua mē urit. Si-
5 deribus pulchrior, quam ūnam ego plūs quam mē at-
que meōs omnēs amō, nōlī abīre. Manē apud mē. Et
ego quoque domī diēs et noctēs semper manēbō. Do-
mī manēbō quod amantēs nōn longē ā cārō corpore
abesse volunt. Numquam fōmina alia mē uret. Nūl-
10 la mulier sē tantum amātam esse dīcere poterit,
quantum ā mē amābere. Nūlla fīdēs tanta ūllō foe-
dere umquam erit, quanta in amōre tuō ex parte mē
reperīētur.

2 Fīlia pulchrior; exemplī gratia, this is
vocative case. 3 carpō -ere carpai carpum:
"pluck (off, at)." Carpe diem is from the Roman poet
Horace, but most of this "composite" speech is based
on the predecessor of Horace, Catullus (also a poet).
11 amābere = amāberīs; -re and -īs are interchā-
able in the second sing. (indic. and subjunc.) wherev-
er passive endings are used. 12 tuo (possessive
pronoun) replaces here the objective genitive ("love
of you" = "love for you"), a genitive which is the
direct object of the verbal idea in the noun to which
it is attached. In "your love" for someone else, "you
love someone," and "you" is the subject. In someone's
"love of you," someone loves you, and "you" is the
direct object. An example of this confusion in Eng-
lish might be: "His lack of money hurt him; but too
much money can be more harmful than its lack." In
"his lack," he lacks; but in "its lack," the posses-
sive takes the place of a direct object of "lack,"
lacks it (money). "Its lack" = "lack of it." Such a
genitive, the object of a verbal idea in a noun, is an
objective gen. It is more frequent in Latin than in
English. Correct translation hinges upon its recogni-
tion. Its context (subjective) will help in its recogni-
13 tion (objective). 13 reperīō: "find, discover."
"Dum vivimus, vivamus! Vivamus, mea vita, atque amemus! Da mihi oscula mille, deinde centum. Da mihi milia multa." Hae dulcia verba pluraque iuvenes Romani dicebant, quae maxime ad muliebre muliebris -e ingenium felicis preces sunt.

Although the kidnapped brides came to be quite content over what had happened to them, war with the neighboring states inevitably followed, since the conduct of the Romans displeased the men of the injured states as much as it pleased the women. Romulus engaged with these peoples one at a time and "licked the tunics off them." He increased the population of his own city by receiving a large proportion of the conquered population into Rome. The last (novissimum) of these wars was with the Sabines, a description of which follows.

Novissimum bellum ab Sabinis ortum est, idque multo maximum fuit; nihil enim per iram aut cupiditatem actum est, nec ostenderunt bellum prius quam gerere coepserunt. Consilió etiam additus dolus.
1. Perfida Tarpeia: Arma Perfida


Additur fabula (quod vulgō Sabinī aurea ornāmenta magnī ponderīs bracchiō laevō gemmāsque magnā speciē habuerint) eam, virginem corruptam, pepīgisse ut Sabinī, scelerum inventōrēs, ipsī pangō (filiae Sp. Tarpeīi) darent quod in manibus sinis-

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I. perfidus -a -um: "faithless, perfidious." 2 corrumpō: "destroy, spoil, corrupt." 4 sacrīs: "for a sacrifice." 5 petitum: supine in the accusative (of peto), "to seek," as usual after a verb of motion (ierat). 5-6 They crushed her body by piling all their arms on top of her. 6 potius: "rather, more, preferably." 8 dolo: one dolo is dative, the other is part of an abl. abs. prodo (pro + do, "put"): "bring forth, hand over, 9 give up, betray." 8-9 prōdere exemplum: "to set an example." 11 additur fabula: indirect discourse follows. vulgo: ablative of vulgus ("the public, the mob") used 14 as adverb, "commonly, openly." 14 pangō pangere pepīgī pāctum, "fasten, fix, stipulate." 15 quod: id quod. sinister -tra -trum: laevus.
trìs habērent. Eō scūta illī prō aureis dōnīs (prō
ōrnāmentīs et gemmīs) data esse. Scūtīs oppressam
virginem interfectam. Sunt qui dīcant Tarpeiam,
straude mōtam, ex pactō trādentī quod in sinistrīs
manibus esset, arma petīsse; et ipsam, visam frau-
de agere, suō pretīō interēmptam.

II. Deus Nōbis cum

Tenuēre tamen aroem (armātīs acceptīs)
Sabīnī, atque inde posterō diē, cum Rōmānus exer-
citus id campī, quod inter Palātīnum Capitōlinum-
que collem est, complēsset, nōn dēscendēbant in
aequum (quod inter duōs collēs campī est). Nōn
prius dēscendērunt Sabīnī in aequum quam Rōmānī,
Īra mōtī et cupiditāte recipiendae arcis, adver-
sus subīrē.

15 Principēs utrimque pugnam ciēbant: ab
Sabinīs Mettius Curtius, ab Rōmānīs Hostius Hos-

1 en: "on this account." illī: dat.
4 sing. fem. 4 ex: "according to." pactum:
bargain, treaty, pact." 5 petīsse: its subject
is Tarpeiam. The indirect discourse is dependent on
sunt qui dīcant. ipsam: Tarpeiam. 6 inter-
emptam: sc. esse.
II. Deus nobis cum: ut Germanicā linguā dicunt,
"Gott mit uns!"
9 id campī: "that part of the field."
10 collīs: parvā mons aut locus editus. comple-
(set. descendentēbant: Sabīnī. 11 aequum:
14 "level ground." 14 subīre: from subeo. Remember
that sub- frequently means, "up (from under)."
tillius. Hic (id est Hostius) rem Römānam, iniquō locō, ad prima signa, animō atque audaciā sustinēbat. Ut Hostius cecidit, iniquō locō, Curtiō Sabīnsque resistentibus, statim Rōmāna aciēs inclinātur ūsaque est ad veterem portam Palātīf. inclinō -āre Rōmulus et ipse, turbā fugientium āctus, arma (gladium scūtumque) ad cælum tollēns, "Iuppiter," inquit, "tuīs avibus iussus hīc in Palātīō Rōmam condidī. Hinc arcō hostēs!" (Palātīnīn collem arceō -āre 5 templum ad auguria captanda Rōmulus légērat, duodecimque avēs sē ostenderant.)

Arma ad cælum rūrsum tollēns Rōmulus,

"Fugam siste, Iuppiter! Tuīs," inquit, "iussus avibus hīc urbi meae et tuae prīma fundāmenta avibus hīc urbī meae et tuae prīma fundāmenta inclinō: "bend, incline, yield." fusa: from fundō -āre, "pour (out), rout." 6 fugientium: "of (those) fleeing." arceō: "shut in; prohibit, keep away (from)."

15 iēcī. Arcem iam meam et tuam, scelere ūmpam, prōditīs Rōmānis, Sabīnī habent; inde (ab arce) hūc armātī, superātā mediā valle, tendunt; at tū,

1 iniquus (in + aequus): "unequal, uneven, unfavorable, unfair." 2 signa: signum, "sign, signal," also means, "(military) standard (flag)," and so the word will be found used idiomatically in many military expressions; exempli gratia, ad prima signa, idiomatically, "in the thick of the fight." 5 inclino: "bend, incline, yield." 6 fusa: from fundō -āre, "pour (out), rout." 6 fugientium: "of (those) fleeing." 9 arceō: "shut in; prohibit, keep away (from)."

13 sistō: reduplicated sto -āre with the same perfect system. sistō is the causative of sto, "stand"; i.e., "make to stand." Also, "stand still, place, stop." 16 prōditīs: vide p. 95, 1. 8, et n. arceō: do not confuse with arceō.
pater deum hominumque, hinc saltem arcē hostēs, saltem
dēme terrōrem Rōmānīs fugamque foedam siste! Hīc
ego tibi templum, quod monumentum sit posterīs
urbem tuā praešentī ope servātam esse (tē arcuisse
5 copiās hostium, Iuppiter, fugamque foedam stetis-
se), voveō.

Haec precātus Rōmulus, velut sēnsisset
audītās esse precōs, "Hinc," inquit, "Rōmānī,
Iuppiter Optimus Maximus iubet nōs resistere, hinc
10 saltem arcēre hostēs, ac renovāre pugnam."

Restitēre Rōmānī tamquam (= velut) dei
vōce iussī. Rōmulus ipse ad primōrēs (prō)volat.
Mettius Curtius, ab Sabinīs prīnceps, ab arce
dēcucurrerat et ēgerat (ef)ūsōs Rōmānōs, quantum
15 spatium tōtō forō est. Nec procul iam ā vetere
portā Palātī (Rōmānā acīe inclīnātā ēsāque ad hanc
portam) erat olāmitāns, "Vicimus perfidōs hospitēs, hospes-pitis
timidīs hostēs. Iam sciunt alīud esse virginēs
timidās rapere, longē alīud cum virīs fortibus pug-
20 nāre. Vicimus perfidōs hostēs, hospitēs inhospī-

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1 deum: deorum. saltem: "at least, at all events." 3 templum: voveo (l. 6 infra).
posterīs: "those who come after"; id est, "posterity." 5 copiās: in the plural the word may mean, "supplies, troops." 6 voveo: "vow." 10 renovo: "renew, renovate." 11 restitēre: restiterunt. tamquam: tam
quam. 12 ad primōres: ad prima signa. 13-15 Curtius chased the Romans over all the ground that later became the forum. 17 hospes: "host, guest"; the same word is used for either.
tōs. Sabīnī, Iuppiter Optimus Maximus nōs in hōc bellō iuvat."

In eum (Mettium Curtium), haec olāmitan-
tem, Rōmulus cum globō ferōcissimōrum iuvenum globus -I
5 Rōmānōrum impetum facit. Ex equō tum forte Met-
tius pugnābat; sō pellī facilius potuit. Pulsum (Mettium) Rōmānī
(Mettium) persequantur; et alia Rōmāna aci-
s, fugā stātā, pugnāque renovātā, cum Sabīna aci-
s inclināta esset, audāciā rēgis globīque ferō-
cissimī accēnsa, fundit Sabīnos. Mettius equō accendō -ere
10 territō cecidit. Immō vērō, equō murmure sequen-
tium perterritō, ab Sabīnīs princeps, Rōmulō iuve-
nibusque impetum rūrsus facientibus, sē in palūdem palūs -ūdis
coniēcit. Ea rēs, tantī periculō virī, etiam
Sabinōs averterat. Et ille quidem, vocantibus
suīs, favōre multitōrum addiō animō, exit. Rōmānī
Sabīnīque in mediā valle duōrum montium renovant
proelium. Sed rēs Rōmāna erat superior.

4 globus: "round ball, globe; mass (of peo-
6 ple), crowd." 6 eo: "on this account, therefore."
pellī: pres. pass. infinitive. pulsum: from pel-
lere; translate, "after Mettius had been put to
10 flight." 8 stāta: from sīsto. 10 accendo:
"kindle, inflame." accēnsa is nom. fem. sing., modi-
fying alia Romana acies (ll. 7-8 supra), which is the
subject of fundit (immediately following accēnsa).
11-12 sequentium: "of (those) following." 13 pa-
lūs: "stagnant water, marsh, swamp." The Latin says
that Mettius plunged into a swamp, but this plunge was
inadvertent, as is shown by the remark that the horse
had been completely terrified by the roaring of the
15 pursuers. 15 averterat: from the battle.
16 suīs: "his own" men, the men of his own side.
III. Pietas

Tum Sabinae mulieres, crinibus passis, pando -ere pietate se inter tela volantia tulerunt. Hae feminae, quarum ex iniuriar bellum ortum erat, scissaque veste crinibusque passis, muliebris metu 5 malis victo, ausae sunt se inter tela volantia interque infestas acies Inferre. Mulieres Sabinae (causa origoque bellii) ausae sunt, impetu facto ex sinistre parte, dirimere infestas acies, dirimo -ere dirimere iras, orant es hinc patres hinc viri (id est marito) ne soceri generique bellum gererent. socer -eri Sabinae pietate amoreque muliebrem metum viserunt et oravert ne se sanguine nefando soceri generique spargere. Rogaverunt ut, foedere icto, pacem facerent.

Sabinae, "Si affinitatis inter vos," inquit, "si connubii inter vos paenitet, in nos vertite iras. Nosi causa bellii sumus: nos ne viduae viduus a-um

1 pando -ere pandum: "stretch, spread out, expand, throw open." crinibus passis: "with hair dishevelled." This participle is identical with that of patior pati, "suffer, permit." 3-4 scissa veste: this (as well as crinibus passis) is still a sign of mourning among peoples today. 8 dirimo: dis + emo, "take." Also, "separate, divide, interrupt." 10 socer: "father-in-law." gererent: the subject is soceri generique. 12 nefandus -a -um (ne + far): "that may not be spoken of, impious." 17 viduus: "deprived, bereaved of, widowed." Cf. the English cognate, widow.
vivēmus? Nōs causa vulnerum ac caedium virīs ac parentibus sumus. Nōsne, quárum ex iniūriā bellum ortum est, parentibus virīisque interēmptīs, viduae et orbae vivēmus? Melius perībimus quam sine al-orbus -a-um terīs vestrum viduae aut orbae vivēmus."

Movet rēs cum multitūdinem tum duceīs; silentium et repēns fit quiēs; inde duceīs ad foedus faciendum prōdeunt; nec pācem modo faciunt, sed civitātem ūnam ex duābus. Imperium omne cōnferunt 10 Rōmam. Inde commune rēgnum duōbus rēgibus (Rōmulō ac T. Tatiō) est.

Tam laeta repente pāx ex bellō tam tristi căriōrēs Sabinās mulierēs virīs Rōmānīs ac parentibus Sabinīs Tatiōque et ante omnēs Rōmulō ipsī 15 fēcit.

DEUS NATUS EST

Some years later King Tatius was killed by *

1 virīs: id est marītis. 4 orbūs: "be-reft, deprived of (parents or children)." Note that viduus is likely to refer to a widow, while orbūs is more likely to refer to an orphan or a childless person. 4-5 alter: the one (of two), the other (of two). alterīs (plural) vestrum: "the one or the other of you," "either of you." 6 cum . . . tum: "not only . . . but also, both . . . and especially." 8 faciunt: with both clauses. 10 Rōmam: sc. ad aut in. *

Ram rem minus aegre quam dignum erat Romu-
Thus ended the divided rule and Romulus became sole and undisputed ruler of the Sabines as well as of the Romans.

For this popularity Romulus had to pay the price as will be seen from the following short account of his death while reviewing his troops (A.U.C. 38; 716 B.C.).

Tempestas orta cum magnō murmurē tonitrus et tempestās busque, cum cōntiōnem in Campō Mārtiō hāberet

Romulus, rēgem tēxīt tam dēnsō nimbō ut cōnspectum nimbus -ī eius ( = Rōmulī) cōntiōnī ēripuerit. Nec deinde in terrīs Rōmulus fuit.

Perterrita plēbs Rōmāna, sēdātō tandem tāntō pavōre, postquam serēna et tranquilla lūx pavor -ōris rediit, ubi vacuam sēdem rēgiam vīdit, maestum silentium aliquamdiū obtīnuit. Rōmāna plēbs miliātīsque, postquam tempestās nimbusque cōnspectum Rōmulī cōntiōnī ēstabulērunt, sēdātō pavōre cum

† seu . . . seu = sive . . . sive.
‡ haud injuriā: ablative equivalent to adverb, "not unjustly."
§ caesum: sc. esse. credebat: Romulus. ‡ acceptissimus: fuit understood from preceding clause.
1 tempestās -ātis: "the season, the weather, bad weather, storm, tempest."
2 murmurē toni-tribusque: hendiadys, i.e., two ideas (crash and thunder) translatable as one idea (crash of thunder).
3 tēxīt: from tegere; its subject is tempestās (l. 1 supra). nimbus: "(rain) storm, cloud."
4 eius: non "his" sed "of him." deinde: stronger than "then"; "after that, from that moment on."
5 in terrīs: idiomatically, "on earth."
† pavor: "a trembling, quaking (fear, etc.)."
7 vidīt: plebs. obtīnuit: from obtineō (ob + teneō), "hold, keep."
lūce redeuntī, sēde régīa vacā, ubi nōn iam Rōmu-
rum vidērunt, etsī satis crēdēbant patribus, qui
proximī steterant, sublimem eum raptum esse tem-
pestāte, tamen velut metū ictī, maestum aliquam-
diū silentium obtinuērunt.

Deinde sēdātō tandem metū, initiō factō ā
paucīs, Rōmulum deum, deō nātum, rēgem parentemque
urbis Rōmānae, bellō pāce prīmum et cīvīum
Rōmānōrum cordibus, omnēs dīcunt. Pācem precibus
poscunt, ut Rōmulus volēns propitius suam prōge-
niem (id est suam stirpem, suōs līberōs) semper
tueātur et sustineat utque Rōmānum nōmen invictum
servet.

Crēdō tum quoque fuisse aliquōs qui rēgem
patrum manibus discerptum tacitī crēderent (vel
scīrent); prōdiit enim haec fāma quoque—fāma, quā
nōn aliud malum ūllum celerius citiusque est.
Illam alteram fāmam admirātiō amorque virī et
pavor præsēns nōbiltāvit. Et consiliō etiam
nobilitō-āre

2 viderunt, credebant: the subject is Romana
3 plebs militesque (p. 102, li. 9-10, supra). 3 sub-
limis: "high, lofty, on high."  eum: Rōmulum.
The indirect discourse is dependent on credebant.
4 ictī: modifies plebs militesque (p. 102, li. 9-10,
supra), which is also the subject of obtinuerunt.
7 pauci: "a few." 10 volēns and propi-
tius are virtual synonyms.  progenies: "race,
progeny, descendants."
15 discerptum: sc. esse. dis + carpo, "pluck."
18 Translate, "pluck to" or "tear in pieces." 18 vi-
ri: Rōmulī. 19 nobilitō: "make known, renowned";
here: "caused . . . . to become better known, to pre-
vail."
únius hominis, fidēs dicitur rei addita esse.

Dolō Proculi Iūlī, ut trāditur, rei (illi alterī fāmae) fidēs additur.

Proculus enim Iūlius, civitāte Infesta

5 patribus (dēsideriō rēgis), gravis, ut trāditur, quamvis magna rei auctor, in cōntiōnem prōdit. quāmvis

"Rōmulus," inquit, "Quirītēs, deus deō nātus, rēx parēnsque urbīs huius, hōdiē prīmā lūce, caelō repente (dē)lapsus, sē mihi obvium dedit. 'Rōmu-

10 lus,' inquit, 'ego sum. Condita urbī meō nōmine appellāta. Proinde urbī magnītūdinem dedī et, né proinde urbīs magnītūdō vāna esset, asylum aperūi. Cōnsi-

lium deinde viribus parāvi senātōresque centum creāvī. Inde fēminās Rōmānīs iuvenibus dedī nec

15 fēminīs asylum aperūi. Me rēgnante, multa immor-
tālia domī militiaeque gesta sunt. Proinde nunc

sublīmis abī. Fās est me apud deōs esse.

"'Abi, amīce mi, nūntiā Rōmānīs, cælestes cælestīs cælestis -e

ita velle ut mea Rōma caput orbīs terrārum sit.

20 Proinde rem militārem colant, bellum potius quam

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4 Proculus . . . Iulius: Proculus Iulius.
Proculus Julius was a man who carried weight, no mat-
ter how important a matter he was sponsoring.

6 quāmvis: quām + vis, "you wish." Trans., "although, how much, as much as you wish," etc.
7 Quiri-
tēs: "Roman citizens." Proinde: "then, there-
fore, accordingly; in like manner."

18 mi: vocative sing. of meus. Caeles-
tīs: "celestial, heavenly, divine"; plur., "the gods"

20 colō -ere colūm cultum, "cultivate: dwell, practise, worship," and "cherish" (as here).
pácem colant, sciantque et ita posterīs trādant,
nūllās opēs hūmānās armīs Rōmānīs iuvenibusque
resistere posse. Fās meam Rōmam orbīs terrārum
caput esse.' Hae locūtus," inquit, "sublīmis
5 abīt Rōmulus," Proculus Iūlius.

Mīrum quantum fidēs īlli virō, nūntiantī
haec, fuerit, quamque, factā fidē immortālitātīs
eius, dēsideriūm Rōmulī apud plōbem exercitumque
mollītum sit. Mīrum quantum plōbs patribus crē-
10 diderit quamque amor Rōmulī hanc fābulam nōbili-
tāverit quamque plōbs exercitusque huic fābulae
crediderint.

TRIGEMINI FRATRES: HORATII CURIATIQUE   trigeminus

After Romulus' death the Quirites chose as
king Numa Pompilius, and the patres ratified their
choice. Numa ruled for forty-three years and was
succeeded by Tullus Hostilius, grandson of Hostius
Hostilius, whom you met in the story (Perfidia
pietasque) of the war with the Sabines (vide
pp. 96-97 supra). King Tullus reigned for thirty-
two years (A.U.C. 82-114; 672-640 B.C.). While he
was reigning, during a war between the Romans and
the Albans, Mettius Fufetius, the dictator of the
Albans, suggested a contest to decide which nation

3 fas: fas est. Vide mirum infra (l. 6).
5 Proculus Iulius: subject of inquit.
6 mīrus: "wonderful," mirum: sc. est. mirum
quam: "it is wonderful how." 7 quamque: not from
quiasque; -que, here, is the enclitic, "and."
8 eius: Romuli.
Tit.: trigeminus -a -um, "threefold."
should rule the other (sine magna clade, sine multo sanguine utriusque populi).

This was the famous contest between the two sets of triplet brothers (trigemini fratres), Horatii and Curiatii. It is no longer known which of the two sets was the Roman, which the Alban. Whichever set, however, gained the victory, their side, their nation would gain the dominion over the other.

Forte in duobus tum exercitibus (id est in utrōque exercitu: Rōmānō Albaēoque) erant trigemīni frātres. (Bellum utrimque summā ope parātum erat, civīlī bellō simillīnum, prope inter paren-
tēs nātōsque, utramque Troiānam prōlem, cum Lāvīnium ab Troiā, ab Lāvīniō Alba, ab Albānōrum rēgum stirpe Rōmānī ortī essent.) Trigemīni frātres nec aetāte nec viribus disparēs erant (id est et aetā- dispār-paris
tē et viribus parēs erant). Horātiōs Curiātiōsque

10 fuisse satis cōnstat, nec rōs antiqua alia est nōbilior; tamē in rē tam clārā, nōminum error nōbilis -e
manet, utrīus populi Horātī, utrīus Curiātī
fuerint. Nōn satis cōnstat, utrīus populi utrīque trigemīni frātres fuerint. Auctōrēs utrōque tra-
hunt. Invenīō tamē plurēs auctōrēs qui Rōmānos
Horātiōs vocent. Animus inclināt ut hōs sequar.
Rēgēs cum trigeminīs agunt ut ferrō dīmīcent prō patriā suā quisque (ut prō Rōmā Horātif dīmīcent ferrō, prō Albā Curiātif): ibi imperium fore unde victōria fuerit. (Rēx Albānus in cas-

5 trīs iam mortuus est. Haud rēgēs dīcere vult
T. Līvius sed rēgem Rōmānōrum, dictātōrem Mettium Fufetium Albānōrum cum trigeminīs agere.) Nihil recūsātur (trigeminī nihil negant); tempus et recūsō-āre locus convenit. Priusquām dīmicārent, foedus in-

10 ter Rōmānōs et Albānōs iactum est his légibus, ut is populus, cuius cīvēs eō certāmine vīcissent, alterī tunc cum bona pāce imperāret. tunc

Foedere iactō trigeminī, sīcūt convēnerat, arma capiunt. Cum sūf utrōque hortārentur clam-

15 tantēs, deōs patriōs, patriam ac parentēs, mulie-
rēs līberōsque, quicquid cīvium domī, quicquid in quisquis

1 agere cum (prep.): lit., "treat with"; here, "propose that" (ut)? dīmicō-āre -āvi or -ārī (dī-

3 + micō): "fight, struggle (in arms)." The colon indicates that indirect discourse follows (what the kings said). This is a device of editors to help modern readers of Latin. The Romans had the help of no punctuation at all. unde: "from where, whence." 5 dīcere vult: "means, intends." 8 recūso: "refuse." 9 convenit: personal and impersonal, idiom-

atic, "is agreed upon." 11 is populus: subj. of imperāret. 12 alterī: populo. tunc (cf. tum): "then, at that time." cum bona pāce: no "cold" wars: undisputed peace.

13 sīcūt: siō + ut. 14 sui: sc. militēs, the men on his own side. 15 patriōs: the adjec-

tive may refer to father, ancestor, and fatherland;

16 patria -ae, as a noun: sc. terra. 16 quicquīs quaeque quidquid (quicquid) or quodquod: "whoever, whatever; any"; quicquid cīvium: "however many citi-

zens, all the citizens who."
exercitū sit, intuērī tunc illōrum arma, illōrum manūs, trigeminī juvenēs sē armant. Immō etiam armant juvenēs amīcī. Ferōcēs et suōpte ingenīō et plēnī adhortantium vōcibus, frātrēs in medium inter duās aciēs prōcēdunt. Stant in mediō inter duās aciēs armātī et exōrnātī, nēquāquam magnītūdine ac speciē disparēs, spectāculī magis mōre quam lēge bellī.

Ubi cōnstitēre inter duās aciēs, ambōrum ambō -ae -ō

exercituum (= ex ambōbus exercitibus) tot circā mortālium animīs spē metūque pendentibus, datur signum. Cōnsēderant utrimque prō castrīs duo exercitūs, expertēs periculī praesentīs magis quam cūrae; quippe imperium, positum in tam paucōrum virtūte atque fortūnā, agēbātur. Itaque ergō ērēctī suspēnsīque, animīs spē metūque pendentībus, in minūm grātum spectāculum intuentur.

Datō signō, Infestīs armīs, velut aciēs multa militum mūlia continentēs, ternī juvenēs, magnōrum exercituum animōs gerentēs, concurrunt.
Hinc Horatii illinc Curiatii in adventiuentum hostium arma laevis manibus scuta proioere. Nec his nec illis periculum suum animo obversatur, sed rei obversor-ari publicae dignitas. Publicum imperium servituisse 5 ambobus ante oculos obversatur, patriaeque ea deinde futura fortuna, quam ipsi fecissent.

Ut primo concursu statim consoneoere arma, micantesque gladii refulsere, horror ingens spectabilis movit. Favor eos defixit et ut arma consc-10 nabant gladiique micantes refulgabant, se statione tenuerunt. Et neutrò inclinata spe, milites spectabant silentium aliquamdiu obtinabant. Consertis deinde manibus, cum iam non ictus tantum telorum motusque armorum corporumque, sed vulnera quoque 15 et sanguis spectaculou essent (videri facile pos- sent), silentium non iam erat. Nec iam lenta erat lentus-ae-um

1 hinc . . . illinc: tibi memora rimam in Pyrami Thisebesque communis pariete: "Hinc stat Pyramus; illinc Thiseb" (1. 85). 1-2 They try with their left hands to use their shields in warding off the attacks of the onrushing enemy. 2-4 Each, as human myth foreordains, is thinking not of his own personal danger or safety, but of the critical "spot" that his country is in. 3 obversor: "appear (before)."

8 mico: "tremble; shine, flash, sparkle." Do you recall the little quatrains that starts:
Mica, mica, parva stella
Miro quenam sis tam bella?
11 neuter -tra -trum (ne + uter): "neither (of two)." neutro inclinata spe: as long as the odds favored 16 neither side. 15 lentus: "tough, pliant; slow, sluggish, inactive"; lentus, adverb: "slowly, de-
liberately."
pugna. Duo enim Rōmānī (duo ex trigeminīs frātribus), vulnerātīs tribus Albānīs iuvenibus omnibus, alius super alium, exspīrantēs (morītūrī) rūrunt. ruō -ere

Ad quōrum cāsum (id est ad Horātiōrum du-
5 ōrum cāsum), cum conclāmāvisset gaudīō Albānus
exercitus omnīs, Rōmānīs legiōnēs iam spēs tōta
dēseruerat. (Haud conclāmāverat gaudīō exercitus
Rōmānus.) Nōndum tamen cūra Rōmānōs mīlitēs dē-
sērererat, exanimōs vice ūnīus, qui nōn ruerat,
exanimis -e

10 quemque trēs Curiātīf (quamvīs vulnerātī) circum-
steterant. Forte is integer fuit (vir virō cui-
libet haud impār). Quam ob rem ut is ūniversīs
ūniversus
sūlīs nēquāquam pār, sic adversus singulōs fuit
ferōx (id est pugnāre parātus).

15 Ergō, ut separāret pugnam eōrum, ut cum
Curiātīs singulīs pugnāret, nec cum ūniversīs,
Horātiōs capit fugam. Ita ratus est eōs secūtū-
rōs esse ut quemque vulnerātum corpus sīneret. sīnō -ere

Iam satis spatīf fūgerat ex eō locō ubi pugnātum

3 ruō ruere ruī rutum: "run, rush; fall,
be ruined."

9 exanimis: "breathless, lifeless."

exanimes vice ūnīus: the plight of the one man who was
left took their breath away. vice, even more than
most Latin, must be translated as the context demands,
farfetched as the translation may seem. Here: "lot,
chance, danger, plight." V. p. 90, 1. 16, et n.

10 quemque: not from qui a que ( -que, enclitic).

12-13 ut ... sic: "as ... so also" shifts to
"although ... yet." 12 ūniversus -a -um:
"whole"; ūnīversī -ae -a: "all together."

18 sīnō -ere sīvī situm: "place, put (down);
permit, allow."
Intervallum est (ubi ambō frātēs sūl, alius super alium, ruōre periērequē), cum respiciēns videt (gaudiō motus) Curiātiōs frātēs (vulnerātōs sed tamen haud lente currentēs) magnīs intervallīs sequentēs: intervellum

5 unum haud procul ab sēsē abesse. In eum magnō impetū rediit. Et cum scūtō scūtum īnfinīmum subiecisset, tōtōque corpore lente intrāsset inter hostis corpus armaque, Rōmānus unō alterōque ictū porrēxīt hostem ruentem in spatium ingēns.


20 Iamque, aequātō Mārte, singulī supererant, aequō -āre sed imparēs (disparēs). Numerō erant, sed nec spē
nec viribus, parès. Alterius intactum ferōcem erat corpus; et geminata vītoriā eum ferōcem in certā- geminō -āre me tertium dabat. Erat geminātā vītoriā laetus, tam praesentibus ac secundīs ċīs laetus. Alter
5 (Curiātius), iam victus, haud aequō animō morī parātus, fessum vulnerē fessum cursū corpus tra-
hōns, cum vītorīre hoste pugnātūrus erat.

Nec illud proelium fuit. Rōmānus exsul-
tāns, "Duōs (ē frātribus Curiātiīs)," inquit, "me-
10 ōrum frātrum Mānibus dedī: tertium causae belli huius, ut Rōmānus Albānō imperet, dabō." Male (id est vīx) arma sustinentī (ēī) gladium micantem iugulō dēfigit. Iugulum eius celeriter secat.

Curiātius exspīrāns ruit. Omnis sanguis corpus
15 relinquit et in terram fluit. Curiātius prō pa-
trīā mortuus est. Sed ut poēta Horātius—Horā-
tius alius—dīxit, dulce et decōrum est prō patriā decōrus-a-um morī.

Iacentem spoliat Horātius. Rāstenus qui-
20 ētae utrimque statīōnēs fuēre; postquam spoliāre

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2 geminō: "to double."  ferōcem: "ready and eager." 5 iam victus: the last of the Curiātiī was licked before he started.  aequō animō: consider the English derivative, equanimity. 6 fessus: "weary, exhausted." 11-12 male arma sustinentī: trans., "as he (Curiatius) was barely able to hold up his arms (i.e., shield and weapons)." 17 decōrus: "decorous, fitting, graceful." 18 morī: the infinitive is a verbal noun here since it is subject of est. In the nominative the infinitive always replaces the gerund as the verbal noun.
corpus caesi hostis Românius coepit, nec Albâni se
statione tenuerunt et Românorum cursus ad victorem
etiam oclior fuit. Români laudantés Horâtium accipiunt,
eo maiore cum gaudió, quo prope metum res
fuerat; et eum ad regem Românum Tullum Hostilium
prodúcunt. Rex etiam cum gaudió eum accipit et
dônum addidit, mirísque laudibus prô oointione em
pugnam fert.

Ad sepultúram inde suòrum, nèquâquam pari-
bus animís, vertuntur. Sepulcra adhûc manent
(etiam nunc stant), quo quisque locó cecidit, duo
Româna unó locó propius Albam, tria Albâna sepul-
cra versus Romam, sed distantia locís (haud mag-
nís intervallís), ut et pugnâtum est.

SOROR VIRGO HORATIA LUGEÔ lûgeô -ère

Ita exercitús inde domós abductī sunt.
Prîncipes Horâtius Ibat, præ se gerêns trigemina
spolia. Cui soror virgō obvia fuit (se obviam

4 eo ... quo: quo ... eo with compara-
tives = quanto ... tanto, "the ... the; by how
much ... by so much." Their joy was all the
greater because they had come so near to despair.
9 sepultura: "burial, sepulture." 11 quo:
with loco, which is more often omitted.
Tit. lûgeô -ère lûxi: "mourn, wear (show)
mourning, lament."
15 domos: for ad domos (suos quisque).
dedit). Horatia, quae unius ex Curialibus despensa fuerat, obviam fratri suō ante portam Capenam it (= iit). Super umerōs fratri vestem sponsī, quam ipsa fecerat, videt cognoscitque. Veste cognitā, 5 solvit crīnēs, et, crīnibus passīs, sponsum mortuīm nómine flēbiliter (multīs cum lacrimīs) appellat.


Atrōx visum id facinus patribus plebique. Sed magnum visum recēns meritum. Recēns meritum factō (facinorī) obtābat. Tamen raptus Horatius obstō -āre

3 super umeros fratri / vestem sponsi. 5 solvō solvere solvi solūtum: "loosen, set free, untie."

8 sua: this word does not refer to the subject here but to the youth. 10 strictō stringere strīnxi strīctum: "draw, bind; draw off, unsheath; touch lightly, graze." increpo (in + crepō crepāre crepūl crepitum, "creak, rattle, make resound"): "make a noise, upbraid, become known," 13 etc. 15 oblivīscor oblivīscī oblivitus sum: "forget" (this deponent verb is often followed by the genitive case).

16 visum: se. est. 18 obsto (ob + sto): "stand before, against; oppose."
in iūs ad rēgem. Tum Horātius, auctōre Tullō, "Prōvocō," inquit. Itaque prōvocātiōne ad popu-
lum certātum est.

Hominēs mōtī sunt in eō iūdiciō maxime

5 P. Horātiō patre mōnstrantē vel clāmantē sē iūdi-
cāre fīliam iūre caesam esse. Pater Horātiae
dīxit, nī ita esset, sē patriō iūre in fīlium sūm
animadversūrum fuisse. Ērēbat deinde, nē sē, quem
paulō ante cum ēgregiā stirpe cōnspezissent, orbum
10 līberīs facerent. Inter haec senex, iuvenem am-
plexus (= complexus), digitō mōnstrāns ad spolia
Curiātiōrum, "Quō," aiēbat, "hunc iuvenem dūcere
potestis, ubi nōn sua decora eum ā tantō foedōque
suppliciō vindicent?" Hae verba plūraque simil-
15 lima P. Horātius pater dīcēbat.

Nōn tulit populus nec patris lacrimās nec
ipsīus animum, parem in omni periculō. Absolvē-

1 iūs: this word must be translated by what-
ever English word the context demands. Here it refers
to the fact that Horatius had to stand trial.

5 mōnstrō -āre: "point out, show, inform
(against), demonstrate." 5-6 iūdicare: consider
6 iūdiciōm, iūdex. 6 iūre: almost an adverb,
"rightly." 7 patriō iūre: a father's right, pa-
ternal authority. By ancient Roman law, a father was
the law in his own home and to his own family.
8 animadversūrum fuisse: contrary-to-fact condition
in indirect discourse, "he would have punished."
8-10 Pater Horatius orabat ne populus se orbūm face-
ret. 10 amplexor amplexus amplexus sum: "sur-
round, embrace." 12 quo: quo loco, i.e., "where?"
17 ipsius: "the accused," i.e., "the son."
runt iuvenem, qui paulô ante populô Rômânô imperium dedit et sorôrem deinde cecidit. Admirâtio ne magis virtûtis quam iûre causae eum absolvârunt.

L. TARQUINIUS PRISCUS
(Rosa quolibet nômine aliô . . .)


2 cecidit: cecidit from caedô, not cecidit from caedō.

Tit. priscus: "ancient, former, elder."
res = res publica, "common wealth, commonwealth," res summa.

7 auctores: the patres approved, ratified the people's choice.
10 Lucumo: nominative.
Lucum: "migrate, to remove (move) from one place to another, depart."
13 Tarquiniis: at Tarquini, name of a town in Etruria (an Etruscan town).
facultâtis -âtis: "ability, means, faculty, power," etc.
tamen honoris adippiscendi facultas non fuerat Tar-

adippiscor

quiniiis—nam ibi quoque (quamvis divitiis potens)
peregrina stirpe ortus erat. 
peregrinus

Lucumô Dématarî Corinthii filius erat, qui

5 ob seditiônês domô profugus, Tarquiniis forte côn-

profugus sedit. Ubi cum cónsédisset, uxôre ductâ, duós

filiôs genuit. Nómina his Lucumô atque Arrûns

fuérunt. Lucumô superfuit patri bonôrum omnium

hérês. Arrûns prior quam pater moritur (nec diû hérês -êdis

10 manet superstes fîliô pater). Lucumô deinde in

mâtrimônium dûxit virginem summô locô nátam et

quae haud facile humilia sineret.

Lucumôni omnîm hérêdi bonôrum cum dîvi-
tiae iam animôs facerent, auxit (animôs) Tanaquil, augeô -êre

15 ducta in mâtrimônium summô locô náta, et quae haud

facile sineret ea in quibus innûpsisset humiliôra

1 adippiscor adippisci adeptus sum: ad + apîs-
cor. apîsçor apîsçî aptus sum: "reach, attain (to)." apîsçor
3 peregrinus-a-um: "foreign, strange."
4 Dêmatarî Corinthii: Demaratus of Corinth.
5 profugus-a-um: "fleeing, fugitive, exiled."
6 ubi cum: "where when" = "and when there."
uxore ducta: cf. in mâtrimônium dûxit virginem infra
9 (11. 10-11). hérês: "heir," apposition with
Lucumô. prior quam: cf. prìus quam.
9-10 Demaratus survive'd his son Arruns but not for
long. 11-12 summô locô nátam et quae: "born in a
very high station (of exalted birth), and a girl who."
13 cum: in English, of course; "when" or
"since" is usually placed at the beginning of a clause
but Latin is fond of placing the emphatic word (or
14 words) of the clause before the cum. 14 augeô
-êre auxî auxî: auctum: "make to increase, grow; strengthen,
make larger," etc.
esse īs (= quam ea) in quibus nāta erat. Sper-
ventibus Etrūscis Lucumōnum, peregrīnā stirpe or-
tum, Tanaquil hanc indignitātem ferre non potuit.
Haud memor patriae (id est oblīta patriae), ut vir memor -oris
suus magnum honōrem adipiscerētur (= apīscerētur),
ut virum honūrātum vidēret, cōnsilium migrāndī ab
Tarquinīs cēpit. Rōمام migrēre ei visum est.
Facile persuādet Lucumōnum ut (= quippe) cupidō
honōrum.

10 Sublātīs itaque rēbus āmigrant Rōمام.
Magnās spēs sēcum portantōs urbem ingressī sunt.
L. Tarquiniūm Prīscum ōdidēre nōmen. Novitās
īvitiaeque Rōmānis cōspicuum eum faciēbant. Et
ipse benevolentīā benignitāteque fortūnam suam
15 adiuvābat. Et beneficīō dōnīque sibi concili-
andō (eōs) quōs poterat fortūnam adiuvābat, dōnec
dē eō fāma in régiam quoque perlāta est. Brevī
perferō
apud rēgem amīcitiae iūra adeptus erat, ut pariter
publīcis ac privātīs cōnsilīs bellō domīque

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1-2 spernentibus Etrūscis: abl. abs., with
Lucumōnum as direct object of spernentibus. The fol-
lowing phrase gives the reason for spernentibus
(grammatically ortum modifies Lucumōnum). 4 me-
7 mor: "mindful, remembering." 7 visum est (imper-
sonal passive of video): "it seemed" good (to her).
8 ut cupidō (dative of the adjective, modifying
Lucumōnum): "since he was a man who was eager for
honors" (for office).
12 novitās: "newness, novelty." 17 per-
fero: per + ferō ferre. perferrī (passive, as here):
18 "to reach." brevī: brevi tempore. 18 iūra:
"rights."
L. TARQUINIUS PRISCUS FIT REX

Rëgnävit Ancus annos quattuor et viginti,
5 cuilibet regum par artibus belli pæcisque et gló-
riâ. Iam Ancî filî quod prope pûberem aetâtem
erant. Êô magis Tarquinius Instâre ut quam pri-
mum comitia rëgî creandô fieren. Puerôs ambôs
(rëgis filîös) vênâtum ëmísit. Ísque primus et
10 petisse ambitiône rëgnum dicitur et ërätioñem
habuisse, compositam ad conciliandôs plêbis ani-
môs. Ingentî cõnsënsû populus Römânuñ sùm rëgnâre

1 intersum (inter + sum esse): "be between, different; be present, take part in." interest (im-
personal): "it concerns." expertus; the perf.
3 pass. participle is sometimes used passively even in
case of deponent verbs, as here. 3 tutor
(cf. tueor): "protector, guardian." The king, in his
will, named Tarquin guardian of his children.
6 pubes: "arrived at puberty, adult." 7 instâre: note that the subject (Tarquinius) of the
infinitive is nominative. 7-8 quam primum: quam +
superlative = "as . . . as possible." 8 regi
creando: method of expressing purpose. 9 venatum:
supine in -um (acc.) after a verb of motion; translate
10 as if infinitive. isque; et is. 10 ambitio:
"a going round" (amb-, "round, round about"; eo, "go") amb-
canvassing for votes; "push, intrigue, ambition." 12
consensu (abl.), alone, might be translated, "unanimously"; ingenti modifies it here.
iuscit (id est: comitiis habitis [A.U.C. CXXXVIII]), L. Tarquinius Priscum rēgem populus ingenti cōn-
sēnsū creāvit; patrés fuēre auctōrēs).

Ergō ambitiō, quam in rēgnō petendō atque 5 in ōrātiōne habendā habuerat, secūta est etiam
rēgnantem virum cētera ōregium. Nec minus memor
rōgnī sui firmandī quam augendae reī publicae, firmō -āre
centum (cīvis Rōmānōs sed haud senātōrēs) in pa-
trēs lēgit, qui (hi novī patrés, id est senātōrēs)
10 deinde minōrum gentium appellātī sunt, et amīci
auctōrēsque haud dubī erant rēgis, cuius benefi-
ciō in senātum vēnerant.

SERVIO TULLIO DORMIENTI
CAPUT ARDET

ECTOR tempore (paulō post--Tarquinīō rēgnan-
te), in rēgiā, prōdigium visū mīrabile fuit. Pu-
15 erō quondam dormiēntī, cui Serviō Tulliō fuit quondam

4-6 Tarquín, illustrious in other respects (cētera ōregium), exhibited the same spirit of in-
trigue after he began to rule (rēgnantem) as before. 7 firmō: "make firm, make secure, strengthen."
9 legit: "he appointed to?"

Tit. ārdeō -ēre ārsī ārsum: "be on fire,
burn, glow"; derivatives: ārdent, arson.

14 visū mīrabile: the supine in -ū (abl.) is
common with mīrabile. Cf. mīrabile dictu, "strange,
wondrous to relate." 15 quondam: at a certain
time (either in the past or future); "once, sometime,
at times."
nōmen, caput ārsisse ferunt, multōrum in conspec-
tū. Nec flammam abīsse. Plūrimō igitur clāmōreś flamma -ae
ininde ortō ad tantae rei mīrāculum, rēgēs excītōs
esse (ferunt). Et cum quīdam aquam ad exstinguē-
5 dum ferret, eum ab rēginā retentum esse. Tanaquil,
"Nōlī," inquit, "tangere, nōlī puerum tangere."

Bam puerum tangī vetuissē ferunt. Sēdātō... vetō -āre
que tumultū, orīnibus adhūc ārdentibus, rēginam
Servium Tullium moverī vetuissē dōnec suā sponte
10 experrōctus esset. Mox cum somnō et flammam ab-
expergīscor īsse. Tum, capītō nōn iam ārdente, abductō in sēcrē-
tum virō, Tanaquil, digitō mōnstrāns ad Servium
Tullium, "Vidēn tū puerum hunc," inquit, "quam tam
humilī cultū ēducāmus? Scire licet hunc Servium cultus -ūs
15 Tullium, cui dormantī caput flammās ārsērit mult-

1 ferunt: this is the use (with which you are
already familiar) meaning, "they say," ferre may
mean, "to spread abroad, report." fert. fertur, fe-
rupt, feruntur: "people say, it is reported." Indirect
discourse follows for as long a period as the
author wishes to continue it. He may, but need not,
repeat the ferunt later in the indirect discourse.
2 flamma: "flame, raging fire." 3 reges: when
masculine and feminine are included in a single word
in Latin, the masculine is regularly used. So reges
here, as should be obvious from the context, must
mean (not "kings" but), "the king and queen."
4 exstinguō -ere -stinxī -stinctum: "extinguish, put
out, quench, destroy."

7 veto -āre -ul -itum: "forbid, prohibit,
10 prevent"; cf. English veto. 10 expergīscor -giscī:
"wake up." 13 vidēn? = vidēsne? 14 cultūs:
"cultivation" (of the land, body, mind, gods); "care,
culture, training." Cf. colō -ere.
15 scire licet: you have been meeting the abbreviation so. so. =
scilicet = scire licet.
tōrum in conspectū, lūmen quondam futūrum esse lūmen -inis
rēbus nostrīs dubīs, hūno praeśidium quondam futū-
rum rēgiae afflictae."

Inde puerum locō līberum habēri coēptum
.5 esse ferunt, ērudīrīque artibus, quibus ingeniā ērūdiō -ire
ad magnae fortūnae cultum excitantur. Ėvēnit
facile quod dīs cordī esset. Nec, cum quaeśerētur
gener Tarquinīō, quisquam Rōmānae iuventūtis ūllā
arte cum hōc iuvene cōnferrī potuit. Et rēx igi-
10 tur ei fīliam suam dēspondit. Hic tantus honōs
(quācumque dē causā) illī habitus prohibēt crēdere
eum servā nātum parvumque puerum ipsum servīsse
(ipsum vērō umquam in servitiō fuisse). Sunt qui servitiōn-15
dicant illum fuisse Ser. Tullī, prīncipis Corni-

Auctōrēs utrōque trahunt. Magis sententiae sum eōrum, qui (animus inclinat ut eōs sequar
qui) ferunt, Corniculō captō, virum occīsum esse occīdō -ere

1 lūmen: "light" (both literally and fig-
uratively).
4 inde: "after that." loco līberum:
locō with the genitive, "in place of, in lieu of."
Cf. alicui parentis locō esse. Sometimes it may be
translated simply, "as." habēri: habēre may
mean, "to have, hold, in the mind" or "emotions";
therefore, "consider, intend, cherish," etc.
5 ērūdīo: "teach"; derivative: erudite. 7 cordī
(est): "(is) dear to." 10-11 honōs illī habitus:
alicui honorem habēre = "to pay honor to someone."
13 servitiōn: "slavery, servitude"; cf. servītus.
18 occīdō -ere occīdī occīsum: "knock down,
kill" (ob + caedō).
nōmine Servium Tullum, qui prīnceps in illā urbe fuerat. Uxorēm Ser. Tullī gravidam fuisse hi aucc-
tōrēs dīcunt. Urbe captā virōque occisō, uxorēm gravidam inter cēterās captīvās cognitam esse.

5 Cum inter reliquās captīvās Ser. Tullī uxor gra-
vida, summō locō nāta, cognita esset, eam servitiō
prohibitam esse ab rēgīnā Rōmānā ob ūnicam nōbili-
tātem. Prīscī Tarquinī rēgis Rōmānī in domō (Rō-
mae) prīncipis occisi uxōrem partum ēdidisse. partus -ūs

10 Inde tantō beneficiō familiāritātem inter mulie-
rés auctam esse; puerum, ut in domō ā parvō ēducē-
tum, in càritāte atque honōre fuisse. Fortūnam càritās-ātis
mātris, ferunt, quod captā patriā in hostium manūs
vēnerit, fēcisse ut servā nātus Ser. Tullius (Ser.
15 Tullī fīlius) crēderētur.

CAEDES SUMMO LOCO FIT

Duo-de-quadrāgēsimō fermē annō, ex quō fermē
rēgnāre cooperat Tarquinius, Ser. Tullius maximō

---

2 gravidus -a -um: "pregnant; laden."
4 captivas: note gender of ending (-as) carefully,
5 "the women captives."
5 reliquus -a -um: "that which is left, remaining"; plural: "the rest."
8-9 Rōmae: locative case.
9 partus: "birth; act of bringing forth, that which is brought forth."
11 ut: "as" one who was, etc.
12 parvo: parvo puer-
12 ro, from childhood.
12 càritas: "dearness" (both
love and high price).
16 duo-de-quadragesimō: the hyphens are put
in solely to help the student recognize the meaning of
honōre erat. Non apud rēgem modo sed apud patrēs plēbemque longē maximō honōre erat. Apud Ancī tamen filiōs duōs, quī Tarquinium advenam (virum advena -ae peregrīnā stirpe in externō atque aliōnō locō or tum), ipsum (Servium) servum servā nātum dicēbant, haud honōre erat Servius.

Tum Ancī filīs duōbus, etsī anteā semper prō indignissimō habuerant sē patriō rēgnō, tūtōris fraude, pulsōs esse, et advenam Rōmae rēgnāre (ad- venam—nōn modo nōn vícīnae, sed nō Italicae quidem, stirpis), ira crēscere, sī nē ab Tarquiniō quidem rēgnum ad sē rediret. Ira crēscere, sī in eādem civitāte, in quā quondam Rōmulus, deō nātus deus ipse, tenerit rēgnum dōnec in terris fuerit,

a word from its parts. They never belong in a Latin word. Parentheses have been used in the same manner. E.g., per-territus [or (per)territus] should be read: perterritus. ferme: "almost, about, nearly"; sometimes = semper ferme.

1 apud regem, apud patres: translate idiomatically, as the context demands. 3 advena: "stranger, foreigner."

7 et sequentes: The sons of Ancus were now increasingly angered because they saw that even after the death of Tarquinius the throne would not return to themselves. Naturally they had even up to this time considered (habuerant) it a most outrageous state of affairs that they had been cheated out of the rule and that a foreigner was ruling Rome—and one who was not even an Italian. 7 filiis: with ira crescere (1. 11 infra). antea: "before, formerly."

8 pro indignissimo habuerant: followed by indirect discourse. 11 crescere: historical infinitive (note that the subject is nominative). 12-13 in eadem civitate: with regnet (1. 1, p. 125, infra). 14 donec: "so long as."
servus servā nātus rēgnet. Cum id fore dēdecus commune Rōmānī nōminis tum praecipüē domūs suae (dēdecus id fore), sī, salvā Ancī rēgis virīī

5

nōn modo advenīs (= Tarquiniō), sed servīs etiam (= Servīō), rēgnum Rōmae patēret. pateō -ēre

Ferrō igitur id dēdecus arcēre eīs (= Ancī filīis duōbus) vidētur. Sed dolor iniūriae in

Tarquiniōm ipsum eōs stimulābat magis quam in Servium (eōs stimulō -āre

10 vium (eōs stimulābat). Et gravior ultor quoque (si superesset) rōx futūrus erat quam privātus.

Tum, Servīō occisō, quemcunque alium generum legisset, eundem (= hunc etiam) rōgnī hērōdem fac-

tūrus (esse) vidēbātur Tarquinius Frīscus. Ob

15 haec ipsī rēgī Insidiae parantur.

Datur negotium pāstoribus ut rēgem in

rēgiā adgressī occiderent. Ex pāstoribus duo

ferōcissimī lēctī ad facinus, in vestibulō rēgiae, vestibulum-

magnō cum tumultū speciē rīxae, in sē omnēs servōs

---

1-2 cum . . . tum praecipue: "not only . . . but especially." 1 fore: future infinitive, a condition in indirect discourse (expressing the thoughts, not of the author, but of the sons of Ancus). 3-4 salva . . . stirpe: abl. abs. 6 salvus: safe and sound. 6 pateō: "be, lie open; be exposed to." 7-8 eīs vidētur: gave (passive)! 9 stimulō: "goad, annoy, incite." 13 eundem: Idem, sedem, idem, "the same," is often translatable in English by the word, "also." 18 vestibulum: "entrance-court."
custòdēsque régōs convertunt; inde, cum ambō régem appellārent, cumque clāmor eōrum penitus in régiam pervēnisset, vocātī in régiam ad régem per-gunt. Prīmo uterque, magnō cum tumultū, clāmāre strepereque et speciē certāminis alter alterī obstrepere. Lictor ambōs quiēscere ac deinde in vicem loquī iubet. Coercitī ab lictōre et iussī in vicem dicere tandem obloquī désistunt.


---

2 cumque: et cum. penitus: "deep within." 4-6 clamare, strepere, obstrepere: hist. in-finitives. 5-6 Each tries to outshout the other. 5 strepō: make a loud noise of any kind. 6 qui-sto: this infinitive with iubet. 8 obloqui: note the ob- in obstrepere (ll. 5-6 supra); "interrupt" would be idiomatic here. désistō -ere -stitū -stitum (dē + aistō): "desist." 12 órdior -īri cōrus sum: "begin, commence." 14 effero: ex + fero, "bear out; bring forth, carry away," and, as here, "raise." 14-15 ēlātum . . . secūrim . . . dēēcit: the construction of which Latin is so fond: the participle and the verb must be trans-lated in English by two coordinate finite verb forms; e.g., thus: he raised the axe and thrust it down (upon the king's head).
Sed haud inultum tamen regem Tarquinium
Priscum inimici sui interficiunt. Tarquinium inimicus
moribundum (moriturum, vitæ dēcēdentem) cum if,
qui circa erant, excēpissent, pastōrēs fugiēntēs excēpiō -ere
5 lictōrēs arripiunt (prehendunt).

DUX FEMINA FACTI

Clāmor inde concursusque populī, mirant-
tium quid reī esset. Tanaquil, inter tumultum,
rēgiam claudī iubet. Timet pastōrēs, timet testīs.
"In hāc rō," inquit, "sit deus sōlus testis." Haec
10 verba dīcit ōicitque forās arbitrōs.

Arbitris remotīs, simul Tanaquil, tamquam
spēs esset, tamquam spēs sē adhuc tenēret, parat
ea, quae cūrandō vulnerī opus sunt, simul, sī sībi
dōsit spēs, alia praesidīa mōlitur. Serviō cele-
mōlior -Irī

15 riter accusō (citō), nūntiat rēgem Tarquinium

2 inimicus -a -um: "unfriendly" (In + ami-
4 cus), "inimical"; as noun: "enemy." 4 excēpiō (ex + capio): "take out; except; catch (up), receive."
6-7 mirantium: gen. plur., agreeing with the
gen. sing. populī because the latter is a collective
7 noun and therefore plural in sense. 7 quid reī
est? = "What is the matter?" 8 claudō -ere clausī
clausum: "shut, close." 10 arbitrē: "bystander,
witness, umpire, arbitrator."
13 quae— sunt: the things which are necessary
14 for healing a wound. 14 mōlior: "set in motion,
cause, struggle, erect, build, plot," etc.
Priscum, suum virum unumque praesidium, ab inimicis per insidiis obturatum interfectumque esse.

Cum Servi paene exsanguem, paene mortuum virum ostendisset (digitō monstrāns ad Tarquini corpus dēfīxum), dextram Ser. Tullī tenēns, ōrat né inultam mortem soceri sinat. Dextram tenēns ōrat né socrum inimicis lūdibrio esse sinat.

Tanaquil, rēgis moribundi uxor, rēgīna Römāna, "Tuum est," inquit, "Servī, si vir es, rēgnum. Tuum est rēgnum, nōn eōrum, qui aliēnīs manibus pessimum facinus fēcēre. Putāsne deōs?

Deī portendērunt tē quondam clārum fore. Erige tē deōsque ducēs sequere, qui clārum fore hoc caput, circumfūsō quondam ignī divīnō, portendō-

Tum dixī tē quondam lūmen rébus meis dubī-

---

3 exsanguis: "bloodless, lifeless."
9 Servi: vocative case. 11 putāre: "reckon, consider, believe, reflect," etc. putāsne deōs?
12 "Do you believe in the gods?" 12 portendo: "portend, predict, indicate." 14 divīnus: "divine, divinely inspired" or "sent, relating to a god."
"Nunc tē excitet illa caelestis flamma, nunc expergiscere vērē. Nunc lūmen es, nunc prae-
sidium rēgiae afflīctae. Et nōs peregrīnī rēgnā-
vimus. Qui sīs, nōn unde nātus sīs, reputā. Sī
5 tua cōnsilīa torpēnt rē subitā (= repenti), at tū torpēō -ēre
mea cōnsilīa sequere."

Servius, "Estō!" inquit.

Cum clamor impetusque multitūdinis vīx
sustinērī posset, Tanaquil populum adloquitur.

10 Iubet bonō animō esse: sōpitum fuisse rōgem subitō sōpiō -īre
ictū; ferrum haud altē in corpus dēscendisse; iam

---

2 expergiscere, es: imperatives. Consult the
imperatives of esse below (on esto, l. 7). 3 et
nos: nos etiam. 5 torpeō: "be stiff, torpid,
numb."
at: "yet."
7 esto: following are the forms of the verb
sum esse not listed in i. 135: sum esse

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present: es, be thou</td>
<td>este, be you</td>
</tr>
<tr>
<td>Future: estō, thou shalt be</td>
<td>estōte, you shall be</td>
</tr>
<tr>
<td></td>
<td>estō, he(she,it)shall be</td>
</tr>
<tr>
<td></td>
<td>suntō, they shall be</td>
</tr>
</tbody>
</table>

The following forms are sometimes found in
place of the more usual forms you have learned:

<table>
<thead>
<tr>
<th>FUTURE INFINITIVE: fore</th>
</tr>
</thead>
<tbody>
<tr>
<td>forem, forēs, foret, forent = essēm, essēs, esset, essent</td>
</tr>
</tbody>
</table>

In line 7 esto is impersonal, future impera-
tive, and indicates Servius' acquiescence that "it
shall be" as Tanaquil wishes.

10 bonō animō esse: "to be of good cheer."
The colon is editorial indication of indirect dis-
course. sōpiō: "put to sleep, lull, stun."
rēgem ad sē redisse; vulnus īnспектum fuisse, capiūo tersō cruōrēque abs-terso; omnia sānābilīa esse; sē (= rēgīnam) spērāre crēdereque eōs (= populum) prope diem ipsum (= rēgem) visūrōs esse;
5 interim (= intereā) sē iubēre populum Ser. Tulliō audīre pārērēque; eum iūra redditūrum perfūntū- rumque ref públicae mūneribus omnibus et rēgis negōtium tōtum āctūrum. Populus rēgīnae crēdit.

Quid nī?

Servius autem cum līctōribus prōdit ac sēde rēgiā sedēns, alia dēcernit (id est dē alīs iūra reddit). Dē alīs Servius sē rēgem cōnsultūrum esse (sē cōnsilium ā rēge petītūrum esse) simulāt. Itaque per aliquot diēs, cum iam Tarquinius Prīscus vitā dēcessisset (cum iam mortuus est), cōlātā morte, Ser. Tullius sē ā rēge cōnsilium petere simulāvit. Per speciem aliēnae vicis fungendae, suās opēs firmāvit. Tum dēcum fungor populus certior factus est eius mortis (dē rēgis

1 ad se redisse: he had regained consciousness (so the queen said). 2 tergeō -ere (or tergo -ere) tergo tersum: "wipe (off), dry, clean." His head had been wiped (cleaned) and the blood had been wiped off. 2 abs- = ab-. 4 prope diem: "very soon." 6 pāreo: "obey." 9 quīd nī? "Why not?"

17-18 aliēnae vicis: "the duty of another, another's job." 18 fungor fungī fungus sum: "be busy, perform, finish"; often used with the ablative. 19 populus certior factus est: the people were informed (of).
morte), clamôre et gemitû cum lacrimîs in régiâ ortō (ululâtibus ortîs).

AB SERVO AD REGEM
(UT HORATIUS ALGER DIXISSET)

Servius, praesidiō firmō mûnitus, prīmus iniussū populī (sed voluntāte tamen patrum) rēg-
5 nāvit. Et arreptīs sceleris ministīs (pāstōribus prehēnsīs), ut rēgem vīvere, et tantās opēs Servī esse, nūntiātum est. Ancī liberī iam tum in exsi-
lium abierant (opēs Servī timēbant, etiam magis rēgem Tarquinium vīvum).
10 Nec iam Servius magis pūblicīs cōnsiliīs quam privātīs mūnīre opēs. Hic Tarquinī fīliōs iacere in sē contumēliās nōlle. Nē adversus sē tālis animus Tarquinī liberum esset, quālis adversus Tarquinium Ancī liberum (animus) fuerat, iun-
15 git duās fīliās (suās) iuvenibus rēgīs, Lūciō atque Arruntī Tarquinīs. Nec rūpit tamen fātī

---

1-2 (clamore et) gemitu . . . orto: abl. abs. (as is ululatibus ortis).
3 firmus: "sure, firm, strong, powerful."
6-7 ut . . . nuntiatum est.
10 et sequentes Servius tries to prevent a repetition of the hate Tarquin had engendered in the family of Ancus, but he cannot alter the course of fate. The human equation defeats him. 12 contumelia: "insult, contumely."
necessitatem huminis consiliis, quin invidia regni, etiam apud familiam, omnia infida atque infesta faceret.

Ser. tamen Tullius ab servitio ad imperium productus erat. Regnaturus erat annos quattuor et quadragesimam.

DE CONIUGIIS AC CONIURGIIS
(Nuptiae in caelo, ut dixunt, celebrantur)

L. Tarquinius L. filius—Priscii Tarquini
rege filius neposne fuerit parum liquet; pluribus liqueo—ere tamen auctoribus filium ediderim—habuit spem adi-

10 piscendi magni honoris, etiam affectandi regni. affecto—ere

Servius, quia interdum audibat voces iactari a iuvenile Tarquini o se (= Servium) iniussu populi regnare, captam praedam, agrum captum ex hostibus divisit et plebis aequis portionibus (aequam partem dividere
dedit. Sibi conciliatae prius voluntate
plebis, agrorum praedaeque) capto ex hostibus virtem virtem

1 quin: "so that not"; so as to prevent the invidia regni from rendering everything infida atque infesta.

Tit. coniurgiis: iurgiis.
8 filius neposne fuerit: "whether he was the son or the grandson." liqueo: "be fluid, liquid, clear." 10 affecto: "affect, strive after, grasp, obtain." dividere—ere—visum: "divide, distribute; destroy." virtem virtem: "man by man."
dēclarō -āre

He brought the question before the people.

5 What follows is a formula. 5 declarō: "make clear, declare."

7-8 quia . . . actum erat: it had been done, i.e., action had been taken in the matter of land distribution to the plebs against the opposition of the senate. 7 adversa . . . voluntāte: abl. abs. 9 criminor: "accuse, charge with (a crime)." Derivative: incriminate. 12 contendo: con + tendō -ere tetendi tentum, "stretch" (out, after), "extend, tend towards." Also contendo: "strive (for), strain mightily, contend." 13 et = quoque. 15 taedium: "disgust, loathing"; derivative: tedium. 16-17 maturior: "sooner" than it would have come otherwise: might be hastened in its coming. 17-18 pariō -ere peperī partum: "bring forth, produce."
Hic L. Tarquinius frātem habuerat Arrun-
tem Tarquiniunm, mītis ingenīi iuvenem. Hīs duō-
bus, ut ante dictum est, duae Tulliae (rēgis fī-
liae) nūpserant, et ipsae longē disparēs mōribus
(ut duo Tarquinii quoque longē disparēs mōribus
erant). Forte ita inciderat, nē duo violenta in-
genia mātrimōnīō iungerentur. Nacta est ferōcem
Tarquinium mulier mītis ingenīi. Ferōx Tullia
mītis ingenīi iuvenem nacta est. Angōbātur ferōx
Tullia nihil māteriae in virō esse neque ad cupid-
ditātem neque ad audāciam. Tūrgīō cum virō saepe
longēque in noctem contendēbat pervigilābatque. pervigilō
Haece deinde, tōta in alterum Tarquiniunm āversa,
eum mīrārī, eum virum dīcere aē rēgiō sanguine or-
tum. Ferōx Tullia spernere sorōrem, quod, virum
nacta (virum vērum nacta), muliebrī audāciā
cessāret.

2-3 his duobus: with nūpserant. 3 Tu-
lliae: subject of nūpserant. Note that nubere cum
aliquo = nubere alicui. Think of the verb as, "to put
7 on the veil for." 7 nanciscor nancisci nactus
(nāctus) sum: "get, find, meet (with)." 9 angō:
"press together, choke," and, as here, "distress."
10-11 cupiditatem: this word is stronger than cupidō
and is frequently used in a bad sense. 12 per-
vigilō -āre: "be awake through the night, watch."
The best word to try to remember here is vigil -īlis, vigil
"wakeful, watchful." 13 haec: "she, this woman."
Since it is nominative, the verbs, mirārī et cetera,
14 must be historical infinitives. 14 dīcere:
"called." 17 cessō: frequentative of cedo,
"cease, rest, be idle." Here perhaps, "yielded,
failed, made no use of."
Similitūdō eōs (duōs ferōcēs) celeriter contrahit, ut fermō fit: malum malō aptissimum.

Sed initium turbandī omnia ā fēmina ortum est (dux fēmina factī). Sūēta sēcrētīs sermōnibus virī suēscō -ere parcō -ere

5 aliēnī, ea nūllīs contumēlīsis verbōrum parcere dē virō ad frātrem, dē sorōre ad virum. Ea sē odium in virum gerere diūque gessisse dīcere. Ea vērō et sē rēctius viduam futūrum fuisse et illum caelebs-ibis libem futūrum fuisse contendere, quam cum imparī 10 iungī. Ea dīcere, si dī sibi dedissent eum virum, quō digna esset, sē domī prope diem visūram fuisse id rēgnum, quod apud patrem videat.

Celeriter mulier ferōx, virō frātreque eius ferōcior, adulēscentem suae cupiditātis audāe 15 ciaequē implet. Prope continuīs funeribus cum ēmpleō -ere

2 ferme = semper ferme, here and often.
malum malō aptissimum: birds of a feather flock together.
4 suēscō -ere suēvī suētum: "to become accustomed to."
4-5 virī aliēnī: not another (alius) husband, but a husband that belonged to another woman.
5 parcō -ere pepercī: "spare, be sparing, refrain from," usually with dative (contumeliōs).
Be careful with the infinitives in this paragraph: some are historical, some indirect discourse.
8-9 futūrum and futūrum fuisse: contrary-to-fact. caelebs: "unmarried"; of English celibate.
10 quam: than.
10 iungī: pres. pass. infinitive.
11 quō: "of whom"; in Latin idiom digna is followed by the ablative just as in English idiom "worthy" is followed by "of.
prope diem: "very soon.
visūram fuisse: contrary-to-fact.
15 ēmpleō: "fill (up), fill full, fulfill," etc., often with the genitive, as here, expressing "with."
ambás domōs vacuās novō mátrimoniō fēcissent, duo
(scelerum inventōrēs) iunguntur nuptīs, Serviō
magis nōn prohibente quam approbante. 

ET RURSUM DUX FEMINA FACTI

Tum vērō in diēs Infestor Tullī senectūs,
Infestius coepti rēgnum esse. Iam enim ab aliō
scelere mulier noctēs et diēs spectāre ad alīud
scelus. Nec nocte nec diē parricīda (Tullia)
virum quī scēcerē patī. Saepē longēque in noctem
pervigilāre et iūrgīō cum virō contendere: nōn
sibi dēfuisse eum cui nūpta dīcerētur; nōn sibi
dēfuisse eum cum quō tacīta servīret. Sibi dē-
fuisse eum quī sē rēgnō dignum putāret, qui memi-
nisset sē esse Prisī Tarquīniī filium, qui habēre
quam spērāre rēgnum māllet.

Tullia, "Nōn mihi," inquit, "deērat cui
nūpta dīcerē, nec cum quō tacīta servīrem. De-

2-3 Serviō . . . prohibente, (Serviō) appro-
bante: abl. abs. 3 approbo: "approve, assent to"
(ad + probō).
4 in diēs: "daily, from day to day."
infestus: in its passive meaning, "make dangerous,
unsafe." 6 noctēs et diēs: "night and day."
pati: from patior. 9 contendere: samples fol-
low in indirect discourse. 12 memini: "remember,
bear in mind." The forms given show you that the verb
is in the perfect tense but used with present meaning
(as indicated in this note).
erat qui meminisset se esse rēgis filium quique habēre quam spērāre rēgnum mālet. Si tū is es cui nūptam esse mē arbitror, si tū vērē is es, et virum et rēgem appellō. Sīn minus, mihi nunc sīn 5 peius rēs mūtāta est. Nunc enim additum scelus est. Quīn tē ērigis? Quīn deōs ducēs sequeris? Quīn cingeris? cingō -ere


3-4 et virum et regem appello: "I salute you 4 both a man and a king." 4 sin: "but if." sin minus: "but if not." 6 quīn (followed by the present indicative) = virtual command or exhortation; literally = our non? "Why not?" quīn accipis? "Why don't you take it?" = "Here, take it!" The same idiom is used in English; e.g., "May I come in?" Ans.: "Why 7 don't you?" (= Do come in!). 7 cingō -ere cintō cintum: "surround, gird"; cingō cingō: "gird oneself." Derivative?

10 molīrī (molīor): "strive after, try to get" (as you may translate it here). 11 necesse: "necessary, unavoidable." 13 regālis: "regal, 14 royal, kingly." 14 quīn etiam: "rather; nay, more." 14-15 (dī) penātes: "family gods." 16 solium: "chair of state, throne."
"At si ad haec parum animi est, quid ludis
civitatem? Quid fallis, decipisque civis? Quid
tē, ut regium iuvenem, conspicī sinis? Facesse
hinc Tarquinias aut Corinthum, frātris similior
5 quam patris."

His verbīs aliisque increpandō, iuvenem
stimulat nec ipsa quiēscere potest, si in dandō
adimendōque regnō nihil mōmenti (nūllum mōmentum) mōmentum -ī
habēret. Nōn conquīscere ipsa potest, si, cum
10 Tanaquil (peregrīna mulier) animō tantum mōlīrī
potuisset ut duo continua regna virō ac deinceps deinceps
generō dedisset, ipsa (Tullia), regiā stirpe orta,
nūllum mōmentum in dandō adimendōque regnō faceret.

Postrēmō, ut iam Tarquinias ac Tulliae tem-
15pus agendae rei visum est, iuvenis, stīpātus armātorum, in forum inrumpit. Inde, omnibus
mōtīs pavōre, in regiā sēde (= in soliō régāli)
sedēns, patrēs ad regem Tarquinium citāri iussit.
Convēnēre extemplō, alī iam ante ad hoc praepa-

3 -esso -essere: intensive ending added to verbs, denoting earnest action; e.g., facesse, "do eagerly" (facio), capesso, "seize eagerly" (capio), petessō, "seek eagerly" (petō). Facesse also means, as here, "be off, depart."

4 Tarquinios aut Corinthum: vide p. 137, l. 9, supra; sc. ad.

8 mōmentum = movimentum, "movement, motion; moment; influence, weight."

11 deinceps: "one after another, successively."

13 faceret: see last word of preceding sentence.

15 stīpō: "press, compress, press round."

19 extemplō: "Immediately, straightway."
râti, aliâ metû móti, né nòn vënisse sibi fraudî
esset. Omnès (et ante præparâti et metû móti)
iam dê Serviô âctum ratî sunt. Quid nî? Æctum
vërë iam dê Serviô est.

PARRICIDIIUM

5 Patribus cîtâtìs, omnès extemplô convène-
rant. Ibi Tarquinius, in soliô rëgâli sedëns,
agmine armâtòrum stîpâtus, maledicta ab stirpe
ultimâ òrsus: servum servâque nâtum esse; post
mortem indignam parentis suì, nòn interrëgnô ini-
tô (ut anteâ), nòn comitiîs habîtis, nòn per suf-
frâgium populî, nòn auctôribus patribus, Servium
Tullium servum servâque nâtum muliebrî dônô rëgnun
occupâsse. Ita nâtum, ita crëâtum rëgem, amìcum
Înfinî generis hominun, ex quô ipse sit, odiô ali-
10 ënae honestâtis, odiô optimâ cuiusque, agrum prî-
15 honestâs
mōribus ēreptum (agrumne ex hostibus captum Tarquinius dīcere voluit?) sordidissimo cuique dīvisse (Servius agrum plōbī virītim dīviserat ad consiliandam voluntātem). Tarquinius etiam dīxit
5 Servium inclināsse in prīmōres cīvitātis omnia onera, quae communia quondam fuerint. Huic orātiōnī Servius (rēx adhūc) intervēnit. In hīs rēbus trepidīs, Servius dīcere coepit.

Huic Tarquini orātiōnī cum Servius inter-
10 vēnisset, trepidō nūntiō excitātus, extemplō ā vēstibulō magnā vōce, "Quid hoc," inquit, "Tarquini, reī est?" In hāc rē trepidā Servius, "Quid reī est?" inquit. "Quā audāciā tū, mē vivō, vocāre ausus es patrēs? Quā audāciā tū, mē vivō, in 15 sēde meā considerē ausus es?"

Ille ferōciter ad hæc: sē nōn Servi Tullī sed patris sui sēdem tenēre, sē filium rēgis, nōn servum esse rēgnī hērēdem. Clāmor ab utrīusque amīcis oritur et concursus populī flēbat in oūri-
20 am, apparebatque rēgnātūrum eum qui vicisset. Tum

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2 sordidus -a -um: "sordid, dirty, poor, base." 6 onus: "load, burden." This word has been taken over into English. 8 trepidus -a -um: "restless, alarmed, alarming."
10 nuntius -a -um: "announcing"; as noun: "messenger, news." 13 audacia: "courage, boldness, audacity." Note that here it is exactly our slang use of the word "nerve."
19 curia: "the building in which the senate met; the senate."
Tarquinius, necessitate ipsa iam etiam cogente ultima audere, et aetate et viribus validior, medium Servium arripit. Servium senem arreptum elatumque est curia in Inferiorem partem per gradus dederunt et urbem secat. Inde ad cogendum senatum in curiam redivit Tarquinius iuvenis fortis.

Fit fuga regis amicorum atque comitum. Rex ipse prope exsanguis, cum trepidus solusque sine comitibus, ad curiam domum se recipere, ob truncatur. Ab ipsis, qui, missi ab Tarquini, se fugientem (coniuncti erant, interficitur senex (non iam rex). Creditur id factum consilioli Tulliae (Tullia auctore).

Carpentum certe, id quod satis constat, carponem -f

Tullia, novl ferocis regis uxor (ipsi etiam ferocior), mortuque regis filia, in forum vecta est. Carponem in forum invecta, evocavit virum ad curiam regemque prima appellavit. A quo ex tantum tumultu facessere iussa est. Cum se domum recuperaret pervenissetque ad summum Cyprium Vicum, ubi vicus

1-2 necessitate . . . cogente ultima audere, since necessity compelled him to dare final things, to carry on through to his goal (once started, he could not stop). 4 gradus: "step" (in any sense). 5 cogendum senatum: cf. our argot, "keep the boys in line."

14 carponem: "carriage, wagon." 16 veho -ere vexillum: "carry, convey." Passive, vehor vehi: "to be borne": hence, "ride, drive," etc. 20 vicus: "street, district."
templum (Diānium) nūper fuit, flexit carpentum
dextrā in alium vīcum. Flectentī carpentum, is,
qui equōs agōbat, inhibuit frēnōs, iacentemque frēnum
Servium obtruncātum domīnae ostendit.

5 Foedum inhūmānumque scelus inde trāditur,
monumentōque locus est—Scelerātum Vīcum vocant,
quō Tullia, āmens agitantibus furiīs sorōris ac
virī, per patris corpus carpentum ēgisse furtur.
Carpentō cruentātō, āmens Tullia, contāminātā ipsa
10 sparsaque, partem sanguinis ac caedis paternae
furtur tulisse ad penātēs suōs (et ad virī suī pe-
nātēs). Penātibus suīs virīque suī irātīs, exitus
malō rēgnī prīncīpiō similis prope diem secūtus est.

L. TARQUINIUS SUPERBUS

Servius Tullius rōgnāverat annōs quattuor
15 et quadrāgintā. Inde L. Tarquinius L. filius rēg-

1, 2 flexit, flectenti: she merely "directed"
the driver. 2 flectenti: grammatically the dative
agrees with domīnae (1, 4 infra), but to keep the Lat-
in word order one may translate, "as she was giving
directions." This tactic is always good for this type
doative when it begins a sentence. 3 frēnum
(plur. also: frēnī -ōrum): "bridle, reins."
6 Scelerātum Vīcum: "Wicked Street."
7 quo: "where." amēns: "out of one's mind,
senseless, driven mad, crazed." 8 virī: her first
husband, whom she murdered. 12 suīs virīque suī:
"her own and (those) of her husband." 13 similis:
modifies exitus and is followed by dative.
15 L. Tarquinius L. filius: Lucius Tarquinius
nāre coepit, cui Superbō cognōmen facta dedērunt.  
Id aptissimum cognōmen erat, quia gener soicerum  
sepultūrā prohibuit, Rōmulum quoque ἑmsepultum  
perisse dictāns. Et prīmōrēs patrum, quōs Servī  
5 rēbus fāvisse crēdēbat, L. Tarquinius Superbus in-  
favēō -ēre  
terfēcit. Multa alia scelera superbissimus rēx ac  
ferōcissimus fēcit.  

Octāviō Māmiliō Tusculānō— is longe prīn-  
ceps Latīnī nōminis erat, si fāmae crēdimus, ab  
10 Ulixe deāque Cīrca oriundus—eī Māmiliō filiam  
dēspondit iūnxitque (Tarquīni filia eī nūpsit).  
Per eās nūptiās multōs sibi amīcōs eius conciliā-  
vit. Dōnisque multōs aliōs sibi conciliāvit.  

L. IUNIUS BRUTUS ILLÉ  
ET MATER  

Annīs tribus et vigintī post, portentum  
15 terrible visum. Id multōrum pectora subitō pavō-  
re perculit: anguis, ex pariete (id est ē rīmā:  
percellō-erē
pariēs hanc rimam accēpit cum fieret) ēlāpsus, sum terrōrem fugamque in rēgiā fēcisset, ipsīus régis nōn tam subitō pavōre perculit pectus, quam ānxīs ānxius-a-um implēvit cūris. Itaque cum ad públicā prōdigia
5 Etrūsī tantum vātēs adhibērentur, exterritus hoc velut domesticō vīsū (= vīsō), ad hoc Etrūscōs vātīs adhibēre nōluit. Prīmōrēs paucōs in cōnsilium adhibuit, et inde duōs fīliōs. Postrēmō,
Delphōs ad ērāculum in terrīs maxīmō clārum (clārissimum) mittere oūstitūt.

Neque respōnsa sortium ūlī alī committere ausus, duōs fīliōs Titum et Arruntēm (alium filium quoque Sextum L. Tarquinius Superbus habuit) per terrās eā tempestāte ignōtās, per ignōtus-a-um 10 āra eā tempestāte marī in Graeciam mittere constituit. Titus et Arrūns (sed nōn Sextus) profectī. Comēs iīs additus L. Iūnius Brūtus, Tarquiniā sorōre régis nātus.

Is iuvenis erat alterius ingenī, quam
20 cuiūs (ingenī) simulātiōnem induerat. Sē suaque simulātiō

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3 ānxius: "anxious."
4 īmplevit: sc. pectus. cum: "although."
5 a-dhibēo (ad + habeo): "apply (hands) to, employ, call in."
11 ūlī alī: dative. committo (com-mitto): "commit, begin, connect; commit to, entrust."
14 ignōtus: in-, "not;" + [g]nōtus, "known."
20 simulātiō -ōnis. induō -uere -ū -ūtum: "put on (clothes), don." Here Brutus puts on a pretence (simulātiōnem) as if it were clothes (he puts on an act).
rēgī praedae esse sīverat. Simulātiōnem stultitiae induerat. Sibi Brūtō cognōmen esse sīverat. Dē hīs rēbus hōc modō ā sē āctum erat ut tūtus esse sēset (haec sīc īgerat quod tūtus esse voluerat).

5 Is cum primōrēs civitātis ab avunculō interfecēs audīsset, in quibus frārem suum interfecērum (cum audīsset), odium in avunculōm gerere coepit (odium sībī fuit cum avunculō).

Itaque neque in fortūnā suā rēgī concupisciendum appetendumque neque in animō suō timendum quicquam relinquere statuit. Et contemptū tūtus esse statuō ēre esse statuit ubi in iūre parum praesidērum esset.

Ergō suō cōnsiliō factus ad imitationem stultitiae (indūtīa stultitiae simulāțiōne), cum sē suaque praedae esse rēgī sineret, Brūtī quoque haud abābruō ēre nuit cognōmen. Sic latēns, animus liberātor ille populi Rōmāní temporā sua exspectābat.

Is tum, ligneō baculō sībī parātō, ab Tar- ligneus-a-um quiniīs ductus est Delphōs, lūdibrium vērius quam comes. Sed ligneum baculum cavāvisse dīcitur. Id oavō ēre

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quod satis cónstat, sécum baculum dōnum Apollinī portāvit. Is tamen, ductus Delphōs, aureum baculum, inclúsum ligneō cavātō ad id baculō, effigiem effigiēs-ēī ingenīs suī, dōnum Apollinī tulisse dicitur. Si 5 fāmae crēdimus, L. Lūnius Brūtus—sed fāmae crēdere nōn necesse est. Très iuvenēs tūtī Delphōs pervēnēre.

Quō postquam ventum est, patris mandātīs mandātum -ī duō rēgis filīī, Titus et Arrūns, perfūncī. Fac-
10 tis mandātīs, cupidō animōs iuvenēm trium omnium incessīt quaerendī dē ōrāculō, ad quem eōrum rēg-
num Rōmānum esset ventūrum. Itaque id dē ōrāculō quaesīvērunt. Ex Ínfinō specū vocēm redditam ferunt, "Imperium summum Rōmæ habēbit, qui ves-
15 trum prīmus, o iuvenēs, ōsculum mātrī tulerit."

Tarquiniī, ut Sextus (qui Rōmæ relictus fuerat) ignārus responsī esset, et ut express imperī esset, rem summā ope tacērī iubent. Ipsī inter sē, uter prior mātrī ōsculum daret, cum 20 Rōmam redīsset, sortī permittunt. Brūtus Pythicam vocēm aliō spectāre ratus est (Apollinis vocēm

3 effigies: "effigy, image, copy."
6 tūtī: adjective, but translate as adverb.
8 mandātum: "commission, order," and cf. man-
date.
11 incēdo: in + cedo, "go," etc.; also, "happen to, befall."
18 summā ope: they wanted the matter kept "absolutely" quiet. 20 et sqq. Brutus thought that the Pythian utterance had a totally different meaning.
aliud dicere velle ratus est). Itaque, velut si lâpsus cecidisset, terram òsculó contigit, scíli-contingó-ere cet quod ea communis māter omnium mortālium esset. Reditum inde Rōmam, ubi adversus Rutulōs bellum 5 summā vi parābātur.

NOCTURNUS IUVENALIS LUDUS

Rēs ā Rōmānīs temptāta est si prīmō impetū capī Ardea posset (Ardeam Rutulī habēbant). Ubi id parum processit, hostēs obsidērī coepī. Ut Fermē fit longō magis quam ācri bellō, satis libe-
10 rī commeātūs erant, prīmōribus tamen magis quam commeātūs-ūs militibus. Rēgī quidem iuvenēs interdum convī-
viīs inter sē òtium terēbant. Multum vīnum saepe pōtābant et convīvium variō sermōne ad multam noc-
pōtō-āre tem prōduēbant.
15 Forte pōtantibus hīs (rēgīs iuvenibus)
apūd Sex. Tarquiniūm, ubi et Collātīnus Tarquinius Egerī filius cēnābat, incidit dē uxōribus mentiō; cēnō-āre


9 longō magis quam ācri bellō: of. "phony" war, of World War II. 10 commeātus: "free pas-
sage; furlough." Furloughs were "freely" given.
15 poto: "drink." 16 Sex.: Sextus. 17 cēno: "dine, eat."
suam quisque laudāre mīrīs modīs. Inde certamine
accōnsō, Collātīnus negat verbīs opus esse. Hōrīs
paucīs id quidem dicit posse scīre, quantum uxor
sua Lūcrētia cēterīs praestet (cēterās superet). praestō -āre
5 "Quīn cōnscondimus equōs visimurque praesentēs
nostrārum uxōrum ingenia."

"Agedum," omnēs. Citātīs equīs, Tarquinīi
Collātīnusque ávolant Rōmam.

Quō cum pervēnissent, pergunt inde Collā-
tiam. Rēgiās nurūs Rōmae tempus terentēs in con-
vīvīō cum amīcis viderant. Cum Collātiam per-
rēxissent, ibi Lūcrētiam haudquāquam ut rēgiās
nurūs (in convīvīō cum aequālibus tempus terentēs)
inveniunt. Sed nocte sérā dēditam artī lānificae
15 Lūcrētiam vident. Eam inter servās in mediō
aedīum sedentem inveniunt. Muliebris certāminis aedēs -is
laus penes Lūcrētiam fuit. Nec verbīs opus est.
Omnēs vident sciuntque, quantum cēterīs praestāret
Lūcrētia casta. L. Tarquinius Collātīnus victor; castus -a -um
20 victī Tarquinīi rēgī iuvenēs.

Adveniēns vir Tarquinīique acceptī hospitiō
magnificentissimō. Victor marītus hospitiō

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2 hōra -ae: (space of) "time"; of the year:
"season"; of the day: "hour." 4 praesto (praē +
sto): "stand before, excel, surpass." 5 quīn con-
scondimus? virtually = "let us mount!"
10 nurūs: "daughter-in-law." 16 aedēs:
"building, room, temple"; plural: "house." 19 castus: "pure, chaste."

AFTER NOCTURNUS IUVENALIS LUDUS
(Lūcrētia stuprāta)

Paucīs diēbus interpositīs, Sex. Tarquiniius, Collātinō haud sciente, cum comite ūnō (qui verum dē libidine malā fissus erat) Collātiam venit. Ubi hospitiō acceptus ab ignāris (= ab īs qui ignāri essent) consiliō, ad cēnam invitātur.
Cum post cēnam in cubiculum ductus esset, amore ardēt sed tempora sua exspectat. Amōre ardēns, postquam satis tūta omnia circā videbantur, cum omnēs sōpītī essent, strictō gladiō, ad dormientem venit. Mūlieris pectore oppressī sinistrā manū, minās iactāre coepit. Sextus, "Tacē, Lūcrētia," minae -ārum
inquit; "Sex. Tarquinius sum; ferrum in manū est; moriēre, sī ēmiseris (= ēdiderīs) vōcem. Itaque tacē."

Mulier pāvida ex somnō expergīscitur.  
5 Opem petere vult Lūcrētia casta. Cum pāvida ex somnō nūllum opem, prope mortem imminentem vidēret, tum Tarquinius fatērī atque etiam profitērī amōrem, ōrāre, miscēre precibus minās. Sextus muliebrem animum in omnēs partēs versāre. Is indē, amōre āmens, pretiō ac spē ā rēctā viā abdūcere Lūcrētiam temptāre. Ubi omnia pudōre castitāteque circumvenēta vidēbat et mulierem castam nē metū quidem mortis inclīnārī, addit ad metum dēdecus. Cum ipsā mortuā (cum mortuō Lūcrētiae corpore) ait sē positūrum obturātum servum nūdam, ut ea (Lūcrētia) in sordidō adulteriō necāta dicātur.

Quō modō muliebris decus expugnātum est.  
Hōc terrōre cum libīdō pudōrem velut vi vīcisset,

profectus indē Tarquinius ferōx expugnātō decore muliebrī est. Lūcrētia maestā tantō malō, pudī-

4 pavidus: "trembling, terrified."  
5 immineō: "(over)hang, threaten, be imminent" (note prope: "close at hand").  
9 verso (cf. verto): "turn round (and round)."  
13 expugno: "take by storm, overcome, compel, violate."  
16-17 necata dicātur: necata (esse) dicātur, "may be said to have been slain."

20-21 profectus . . . est = profectus est.  
21 pudicītia: "modesty, chastity, bashful-

ness."
citiā āmissā, nūntium eundem Rōmam ad patrem,
Ardeamque ad virum mittit, ut cum singulis fīdīs
amicīs veniant, ut Collātiam ad sē properent: ita
factō opus esse; rem atrōcem incidisse. Inde,
5 aegra animī, suōs exspectat.

"PECCAVI," INQUIT
(Mors Lūcrētiae)

Sp. Lūcrētiōs Lūcrētiae pater cum P. Vale-
riō Voleā fīliō, L. Tarquinius Collātīnus Egerī
fīlius cum L. Iūniō Brūtō Tarquiniā sorōre rēgis
nātō venit. (Brūtus erat iuvenis longē alterius
10 ingenīi, quam cuius simulātiōnem induerat. Quīn
etiam, liberātor ille populī Rōmānī futūrus erat.
Comes Tarquiniās additus, per ignōtās terrās, ign-
ōtiōra maria in Graeciam cum iīs missus erat. Is
tamen ab iīs Delphōs ductus erat lūdībrium vérius
15 quam comes. Cum ex Ínfirmō specū vōx reddita esse
sum imperium Rōmānum habitūrum esse (ad eum impe-

3-4 ita . . . esse: indirect discourse. opus
est = "there is need, it is necessary," and is here
used with the ablative of the thing needed. Trans-
late here, "they must do so." 5 aeger -grē -grum:
"ill, sick." suōs: "her" father, "her" husband,
"her" friends.

Tit. peccō: "sin, err." A British general,
it is said, in India, after capturing Sind, sent a
one-word cablegram: "peccavi." What did he really
mean by his cablegram?
rium summum Rōmae ventūrum esse], qui prīmus ōs-
culum mātrī tulisset, Brūtus terram ōsoulō conti-
gisse fertur [scilicet terram mātre ratus]). Cum
Brūtō forte Rōmam redēns Collātinus ab nūntiō
5 uxōris conventus erat.

Lūcrētiam sedentem maestam tantō malō,
corpore violātō, in cubiculō inveniunt. Adventū
suōrum lacrimae ob-ortae, quae rentique virō, "Sa-
tin salvae?" "Minimē," inquit, "quid enim salvi
10 est mulierī, āmissā pudicitia, expugnātō decore
muliebrī? Vēstīgia virī aliēnī, Collātīne, in
lectō sunt tuō. Cēterum corpus tantum est violā-
tum, animus Ínsōns. Mors testis erit. Sed date
Ínsōns
dextrās fidemque vōs supplicium dē adulterō sump-
15 tūrōs esse, suntem poenās datūrum esse. Sex. est
Tarquinius, qui hostis prō hospite priōre nocte
vīcit velut vi pudicitiam meam, qui vi armātus
hinc abs-tulit gaudium mihi sibique, si vōs virī
estis, pestiferum mortiferum ( = mortiferum).

Dant ārdine omnēs fidem. Cōnsōlantur eam
aegrām animī, āvertendō noxam ab coāctā in autō-
noxā -ae

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7 violō: "violate, injure, profane."
8 suōrum: consult last note on preceding selection.
8-9 satin salvae? = satisne salvae? "Is everything
0.K. with you? Are you quite all right?"
12 cēterum: "as to the rest" = "but, yet."
13 Ínsōns -sontis: in-, "not," and sōns, "guilty."
21 noxa: "harm, fault, crime." They try to
console her by diverting the guilt or blame from her
who was forced to the person responsible.
rem sceleris: mentem peccāre, nōn corpus; et unde
consilium āfuerit, culpam abesse.

Lūcrētia, "vōs," inquit, "vīderītis, quid
illī dēbeātur: ego mē etsī peccātō absolvō, supple-
ciō nōn līberō. Mīhi quoque, aut suntī aut īnsont-
ī, poena dānda est; dē mē quoque (sīve ego sōns,
seu īnsōns sim) supplicium sūmendum est. Nec ūlla
deinde mulier inpūdīca Lūcrētiae exemplō vīvet."
Ferrum, quod sub veste abditum habēbat, id in cor-
dēfīgit, prō-lāpsaque in vulnus moribunda (vītā
dōcedēns) oecidit. Conclāmat vir paterque.

NOVUM IN BRUTI PECTORE INGENIUM

Iam L. Iūnius Brūtus Tarquiniā sorōre
rēgis nātus novum ingenium induit. Ille fīnis
Brūtō aliōnae persōnae ferendae est. Nōn iam,
quamvīs in iūre parum praesidēf esset, contempť
ūtus esse vult. Is, ills lūctū occupātis, fer-
um mānāns cruōre ex vulnere Lūcrētiae extrāxit. mānō -āre
Id extractum mānāns cruōre prae sē tenēns, Brūtus,

4 ego me: with both clauses following.
5 mihi: dative of agent with gerundive.
6 dein-
de: "after this." in-: "un-." 9 abdo (ab +
īō): "put away, remove, hide."
14 ferendae: "wearing." 17 mano: "flow,
drip, spread."
"Per hunc sanguinem," inquit, "castissimum ante regiam iniuriam iūrō, vōsque, dī, testēs faciō mé iūrō -āre. L. Tarquinius Superbum cum scelerātā coiniuge (Tulscelerātus lia) et omnī liberōrum stirpe (Sextō et cēterīs)

exsecūtūrum esse ferrō, ignī, quācumque vī possim. exsequor

Et per hunc eundem castissimum ante regiam iniuriam sanguinem iūrō, vōsque rūrsum, dī, testēs faciō mé nec illōs nec alium quemquam regnāre Rōmam passūrum. Suntō exsulēs L. Tarquinius exsul -ulis

Superbus ac coniūnx liberīque."


ostentant populō; scelus Tarquīnī, mulieris Infē-

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1 per (in oaths): "by." 1-2 ante regiam iniuriam: "before royal injury" = "before a prince defiled it." 2 iuro: "swear, take an oath." me: subject of exsecutūrum esse (indirect discourse dependent on vos . . . testes facio). 3 sceleratūs -a -um: "polluted, impious, accursed." 5 exsequor: ex + sequor sequī; "follow revengefully, pros-

9 scoute, persecute, execute." 9 suntō: vide esto, p. 129 supra, l. 7 et n. exsul: "exile." 12 stupeō: "to be stunned, stupefied, astounded, amazed."
licem fœräm dēplōrant. Sequentēs clāmitant mā-
trōnae: eamne līberōrum prōcreandōrum condiciōnem,
ea pudicitiae præmia esse?—cētera quae in tālī
rē mūliebris dolor querentibus subicit.

Prō sē quisque scelus rēgium ac vim que-
runtur. Conditātur (excitātur) multitūdō atrōci-
tāte sceleris. Movet cum patris maestitia, tum maestitia-ae
Brūtus auctor arma capiendī (quod virōs, quod
Rōmānōs decēret) adversus hostīlia ausōs (= adver-
decet —ere

sus eōs qui ausī essent ea quae hostēs facere
solērent): illīs quoque enim coniugēs ac sorōrēs
fīliāsque esse, nec cum Collātīnī uxōre lībidīnem
turpem Tarquiniōrum exstīnctam esse. Aliēnā ca-
turpis —e
lamitāte exemplum datum illīs cavienda similis

15 iniūriae. Virī sibi ac coniugibus suīs et sorōri-
bus līberisque cōnsulerent. Incēnsam multitūdīnem
impulit ut Rōmam proficīscī vellet.

Ferōcissimus quisque iuvenum (cum armīs)
ultrō adest; sequitur et cētera iuventūs. Custō-
dibus datīs, né quis eum mōtum rēgibus nūntiāret,

3-4 Vide supra, p. 51, I. 8-9. 4 que-
rentibus: dat., sc. līs.

7 Note cum . . . tum. maestitia: "sad-
ess, grief." 8-9 quod virōs . . . decert: "as befitted men." decet —ere —ult: "it is fitting, it
13 besema, it becomes." 13 turpis: "foul, base, dis-
graceful." 15-16 virī . . . consulerent: in indi-
17 rect discourse this replaces the imperative. 17 im-
pello: "strike (upon), incite, impel."
19 ultro: "of one's own accord, voluntarily."
19-20 custōdībus datīs: "guards having been posted."
20 motum: noun. regibus: as indicated before,
ceterî armâtî, duce Brûtô, Rômam profectî. Ubi eō ventum est, quâcumque armâta multitūdō incēdit, pavōrem ac tumultum facit. Rûrsus ubi homînes ante-Ire prîmôres òivitâtis vident, rentur, quid-5 quid sit, haud temerē esse. Nec minōrem mōtum temerē animōrum Rōmae tam atrōx rês facit, quam Collâtiae fēcerat (îd est Brûtus Rōmae maiōrem mōtum, quam reliquerat Collâtiae, exciet).


the plural (when only one king is involved) includes the king and other members of the royal family (male and / or female).

2 quâcumque: "wherever"; cf. quō and quā.
4 rentur: reor reērī retus sum.  4-5 quidquid sit: subject of esse.  5 temere: "rashly, without purpose."
10 simul for simul ac (atque): "as soon as."
12-13 simulâtum . . . fuerat: simulâtum fuerat.
14 miserâbilis -e: "miserable, mournful, deplorable."
17 miseria: "misery, distress, affliction."  19 in- vecta: in + veho. If meaning is not clear, consider (from the following sentence): Tullia per patris corpus vehiculum egisse fertur. vehiculum: "vehicle" (wagon, etc.).
(Foedum inhumanumque traditur scelus, monumentoque locus est—Sceleratam Vicipum vocant—quod amens agitantibus furiis sororis ac viri, Tullia per patris corpus vehiculum egisse fertur, contae-5 minataque ipsa respersaque, cruento vehiculoque, par-cruentus tem sanguinis ac caedis paternaee tulisse ad penâtes suos virique sui, quibus iratis, exitus malo viri regni principium similis prope diem sequentur.)

Itaque, his sceleribus foedis, inhumanis,
10 atrocibus, memoratis, invocati ultres parentum di.

AD LIBERATAM URBEM
(Primoribus tamen magis quam plœbi)

His atrocioribusque alius memoratis, cre-dœ, quae rerum indignitas praesens subicit (haud-ququam scriptoribus relatae faciliter), Brûtus erœ-scriptor tam incensamque multitudinem impulit ut imperium 15 regi abrogaret, exsulisque esse iubaret L. Tarqui-abrogatus—rex—nium Superbum cum coniugate ac liberis. Ipse (id est Brútus), iunioribus (qui ulter nōmina dabant)

5 respersa: cf. sparsa. cruentus —a —um: "bloody." 6 tulisse: repeat fertur. 8 viri regni: L. Tarquinii Superbi regni. 12 quae: antecedent alius. praesens: when one is face to face with it, when it is present, when it is happening. 13 scriptor —ōris: "writer" (of any kind). 15 abrogo: "repeal, annul, take away, abrogate."
loctis armatisque, Ardeam inde in castra est pro-
flectus ad concitandum exercitum adversus regem.
Imperium in urbe Lucetiô reliquit. Inter hunc
 tumultum Tullia domô profügit. Quaecumque incô- profugiō-ere
bat, virî mulieresque parentum furiâs invocâvère.
Tulliam, quaecumque incôdêbat, populus exsecrâtus exsecor-âri est.

Härum rœrum múntiûs in castra perlûtis,
cum réx, ré novâ trepidûs, pergeret Rômam ad com- comprimo-ere
primendôs môtûs (ad coercoendôs seditiônìs auctô-
rês), flexit viam Brûtus né obvius fieret. Brûtus enim rëgis adventum sënserat. Eôdemque fœmê tem-
pore, diversìs itineribus, Brûtus (aliô itinere) iter itineri;
Ardeam, Tarquinius (aliô itinere) Rômam vënerunt.

15 Tarquiniô rëgi clausae sunt portae exsiliumque
dëclârâtum: liberâtorem urbis castra laeta acœ-
përe. Exäctîque inde liberî rëgis. Duo patrem exigô -ere
(nôn iam rëgem) secûtî sunt, qui in Etrûscôs ië-
runt (ut exsulës). Sex. Tarquinius est inter-
fectus.

4 profugio; pro + fugio; "flee away, escape."
6 exsecror; "curse, execcrate."
9 comprimo; com- + premô -ere pressî pressum;
11 "compress, suppress." 11 Brutus took a detour in
order to avoid meeting the king just then. 13 iter;
"a going, way, route, journey, march." 17 exigô
-ere -egi -actum (ex + agô); "drive out, drive away,
exact," etc. 18 qui; the verb (ierunt) shows that
the antecedent of qui is dúo (not patrem). Therefore
qui had best be translated, "and they."
L. Tarquinius Superbus regnavit Rōmae annōs quīnque et vigintī. Rēgnātum Rōmae ab condi-
tā urbe ad liberātam annōs ducentōs quadrāgintā quattuor. Duo cōnsulēs inde, comitīs habitīs, 5 creātī sunt, L. Iūnius Brūtus et L. Tarquinius Collātinus. Itaque Brūtus, qui prīmus trium iuven-
um ōsculum mātrī (id est terrae) tulerat, imperium summum Rōmae habuit.

2 regnatum: sc. est. Translate, "kings ruled at Rome." 3 ad liberātam: urbēm is, of course, to be supplied from the urbe of the preceding phrase; translate, "from the founding of the city to its liberation," since in this construction, as has been noted before, the main idea is in the participle.
VOCABULARY
Words given in preceding parts of Latinē legāmus are not included in this vocabulary except for (1) a few in order to give the student additional information and (2) the principal parts of a few verbs without definition. Verbs of the first conjugation in -ō -āre -āvī -ātus are indicated by (1).

A

A. = Aulus

abdō -ere -didī -ditum (ab + dō), put away, remove, hide.

abnuō -ere -nuī, refuse (by nod or sign), deny.

abrogō (1), repeal, annul, take away, abrogate.

absolvō -ere -solvī -solvūtum (ab + solvō), loosen, free, acquit.

abstergeō -ere -tērsī -tērsum (abs [ab] + tergeō), wipe off.

abstineō -ere -tinuī -tentum (abs [ab] + teneō), hold back, abstain.

accēdō -ere -cessī -cessum (ad + cessō), approach, come to; be added.

accendō -ere -cendī -cēnsum, kindle, inflame.

ācer ācris ācre, sharp, cutting (of tools and all the senses), energetic.

acies -ās f. (from root AC having idea of sharp), keenness; military: a line of battle.

aēdō, adverb, to that point, so (much), so far, so long.

adēptus: see adipiscor.

adf- : see aff-.

adgreō -greō -gressus sum (ad + greō), approach, attempt, attack.

adiicio -ere -iici -iectum, also adicio (ad + iaciō), throw to; cast, add.

adimō -ere -emī -emptum (ad + emō, take), take away.

adipiscor adipisci adeptus sum: ad + apiscor.

adiungō -ere -iünī -iūntum: ad + iungō.

adserō -ere -serū -sertum (ad + serō), join to, lay hold of: declare free, set free; claim as slave.

adserō-adserō, one who asserts a person to be free, one who asserts a person to be a slave.

adulescens -entis adj. and noun, young (man or girl).

advena -ae c., stranger, foreigner.

adveniō -ire -venī -ventum: ad + venīō.

adversus -a -um (ad + versus), turned towards, opposed.

adversus, adversum, opposed to, against, used as adv. or prep. with accusative.

aedēs -ēs f., building, room, temple; plur.: house.

aedificō (1)(aedēs, a building, + faciō), build, erect.

aeger -gra -grum, ill, sick.

aegrē, adv. of aeger, pain-
fully, unwillingly, with
difficulty, aegre ferre: to be distressed, to take
it ill that.
aemulus -a -um (may be used
as a noun), emulous, rival-
ing.
aequitas -ātis f., fairness,
equity.
aequō (1), make level, make
equal.
aequus -a -um, equal, level,
equitable, fair, just.
aetas -atēs f., age.
affectō (1), affect, strive
after, grasp, obtain.
aflīgō -ere -flīxī -flīctum
(ad + flīgō), strike, dash
against, damage, etc.
age dum, agitatedum, the impera-
tive of agō agere is com-
bined with dum as an inter-
jection: come! come, then!
agmen -inis n. (a moving or
driven mass: from agō -ere),
army (on the march), band.
agō -ere ēgī -ēctus.
aliēnus -a, -um, of or per-
taining to another; not re-
lated, strange, foreign.
aliquamdiū, adv., for some
time.
aliter, adv., otherwise.
alitūdō -dīnis f., height
or depth.
alveus -ā m., a hollow, any-
thing of hollow shape:
trough, boat.
amb-, round, round about.
ambiguus -ā -um, ambiguous,
doubtful.
ambitiō -ōnis f., a going
round (amb-, eō) canvassing
for votes; a striving, de-
sire for something (office,
honors, fame, etc.), push,
intrigue, ambition.
ambo -ae -ō, both; declined
like duo.
amēns -entīs, out of one's
mind, mad, crazed, sense-
less.
amīcitia -ae f., friendship.
amnīs -īs m., stream, river,
etc.
amplēctor amplēctī amplēxus
sum, surround, embrace.
amō -ere, press together,
choke, distress.
amīmadvertō -ere -vertī -ver-
sum (= animūm adverteō), take
notice of, punish; perceive.
amīmus -ī m., soul, spirit,
courage, etc.
antē, adv., before, formerly.
ānxius -a -um, anxious.
App. (App.) = Appius.
apīscor apīscī aptus sum,
reach, attain (to).
appellō (1), appeal, sue;
address, name.
appetō -ere -Īvi and -īf -Ītum
(from ad + petō), reach to;
used of motion, desire, at-
tack: go to, seize on.
approbō (1) (ad-probō), ap-
prove, assent to.
appropinquō (1) (ad-), ap-
proach.
aptus: see apīscor.
arbiter -trī m., bystander,
witness, umpire, arbitra-
tor.
arceō -ere arcui, shut in;
prohibīt, keep away (from).
ārdeō -ere ārsī ārsum, be on
fire, burn, glow. English
derivatives: ardent, arson.
argentum -ā n., silver (coin).
argumentum -ā n., argument,
subject, proof.
arīmō (1), arm, equip.
arripiō -ere -ripūf -reptum
(ad + rapiō), seize, snatch.
ārsī ārsum: see ārdeō.
arx arcīs f., citadel, bul-
wark.
atrōx -ōcis, terrible, cruel.
auctor -ōris m., originator
or author of anything: de-
fender, supporter, authority.
auctōritās -ātis f., authority,
approval.
auctum: see augēō.
audâcia -ae f., courage, boldness, audacity, imper- tinent assurance ("nerve").
audeô audêre ausus sum (depen- nent in perfect system), dare.
augeô -ère auxî auctum, make to increase, grow; strength- en, make larger, enrich, etc.
augurium -I n., augury, omen. auxî: see augeô.
avunculus -I, uncle.
avus -I m., grandfather.

brevî = brevî tempore.
brûtus -a -um, heavy, dull, insensible.

C. = Gâius.
cado -ere cecîdî cäsûrus.
caedôs -is f. (from caedô -ere: to cut down), killing, slaughter.
caedô -ere cecîdî caesum, cut down, kill.
caelebs -libîs, unmarried.
Derivative: celibate.
caelestis -e, celestial, heavenly, divine; plur.: the gods.
caesus: see caedô.
carcer -erîs m., prison.
câritâs -âtis f., dearness (both love and high price).
carpentum -Î, carriage, wagon.
carpô -ere carpaî carpîtum, pluck (off) (at).

castitâs -âtis f., chastity.
castus -a -um, pure, chaste.
câsus -îs m., a fall, falling; anything that befalls (good, bad, or indifferent): accident, event, opportunity, disaster, etc.
causa -ae, cause, reason, case. causâ, abl., on ac- count of, for the sake of (with gen., but meâ causâ, etc.).
caveô -ère câvî eautum, be on one's guard (against); familiar phrases: caveat emptor: let the buyer beware; cave canem: beware the dog!
cavô (l), hollow out, excavate.
cecîdif: see caedô.
cêdô -ere cessî cessum, go, yield.
cênô (l), dine, eat.
cênseô -ère -sul -sum, give an opinion, resolve, order.
cernô -ere crêvî crêtum, sift.
cessô (l), frequentative of cêdô -ere, cease, rest, be idle.
cieô cière cîvî citum, move, shake, excite, summon.
cingô -ere cînxî cîntum, surround, gird. cingô: gird oneself.
circâ, adv. or prep. with acc., round about, around.
cîtô (l), put into violent motion; cite, summon, call.
cîtatus: rapid.
cîto, adv. of citus, quick.
cîvitâs -âtis f., a state; citizenship.
clâdês -is f., disaster, defeat.
clâmîtô, intensive of clâmô, cry loudly, shout violent- ly. (l)
claudô (clûdô) -ère clausî clausîm, shut, close.
coepiō coēptum, perfect tense from coepiō -ere: begin.

cōērceō -ere -cui -citum, enclose, restrain.

cōetus -ūs m. (com + eō, ire), meeting.

cōgō -ere coēgī coāctus.

cognōmen -inis n., cognomen, surname.

collābor -lābī -lāpsus sum (com + lābor), fall down, collapse.

collis -is m., hill.

colō -ere colūm cultum, cultivate; dwell, inhabit; take care of, study, practise, worship.

comes -itis, companion (anyone who goes with).

comitia comitōrum m., the assembly of the people.

comitia cōnsulāria: assembly of the people for the election of a consul.

commātus -ūs m., free passage; furlough.

committō -ere -missī -missum, commit, begin, connect; commit to, entrust.

complexus -ūs m., embrace.

comprimō -ere -pressī -pressum (com- + premō, press), compress, suppress.

conciliō (l.), unite; conciliate.

concipīō -cipere -cēpī -cepitum (from capīō), take together; conceive.

concīπūscū -ere -Īvī -Ītum, desire eagerly, covet.

concursus -ūs m. (con + currō), a running together, concourse, meeting.

condiciō (conditiō) -ōnis f., condition; terms, conditions, stipulations, e.g., of marriage: match.

condō -dere -dīdi -ditum (con + -dō, put), put together, establish. ab urbe conditā, from the founding of the city.

cōnferō (con + ferō ferre), bring together; compare.

coniciō -ere -īsci -sectum (com- + iaciō), throw (together), cast.

con-: see coll-.

connūbium -īf n., marriage, the right of intermarriage.

cōnōr -ārī cōnātus sum, try, strive, undertake.

conscribō -ere -scripsī -scriptum, write together; enrol; compose; patrēs cōn- scriptī = patrēs et cōn- scriptī, senators.

cōnserō -serere -serū -serūm (the same root as in "insert," from con and serō -ere), twine together, tie, join. manum cōnsererē (military): to engage.

cōnpicciō -ere -spectī -spectum, look at, behold.

cōnstō -stāre -stīti -stātūrus, stand still or firm, remain. satis cōnstat: it is quite certain.

cōnsul -sulis m., a consul, one of the two chief magistrates of the Roman state.

consultum -ī n., resolution, decree.

contemnō -ere -tēmpī -tērūm, despise, contemn, ridicule.

contendō -ere -tendi -tentum (con + tendō), stretch, strive (for), strain mightily, contend.

contingō -ere -tigī -tāctum, touch.

cōntiō -ōnis f. (= conventiō), assembly, public meeting.

contra, opposite, against, in return, on the contrary.

contumelia -ae f., insult, contumely.

cōpia -ae f., plenty; plur., supplies, troops.

cōrdī est, is dear to.

corrumpō -ere -rūpī -ruptūm, destroy, spoil, corrupt.

corvus -ī m., raven.

cottidiē (cotidiē) = quotidian
die. daily, every day.
creō (1), create, elect.
crepō (1), creak, rattle, make resound.
crēscō -ere crēvī crētum.
crēvī crētum: see cernō and crēscō.
crēmen -inis n., charge, accusation, crime.
crēminor -ārī -ātus sum, accuse, charge with (a crime). Note derivative: incriminate.
crūdēlitās -ātis f., cruelty.
cruentus -a -um, bloody.
cruor -oris m., gore.
cultum: see colō.
cultus -ūs m. (cf. colō -ere), cultivation (of the land, body, mind, goods, care, culture, training, worship, respect.
cum . . . tum, not only . . . but also, both . . . and especially.
cūntus -a -um, all; the whole.
cupiditās -ātis f., eager, passionate desire (good or bad sense); ambition, cupidity.
cupidō -inis f., desire, love. Cupīdō m., Cupid.
cūria -ae f., the building in which the senate met; senate.
cūrō (1), care for, tend, attend, manage.

by fighting, judicially, etc.).
decet -ēre -uit, it is fitting, it beseems, it becomes.
dēclarō (1), make clear, declare.
decōrus -a -um, decorous, fitting, graceful.
dēcrētum: see dēcernō; as neuter noun: decree.
dēcrēvī: see dēcernō.
dēcōne decoris n., grace, glory, honor.
dēdecus -oris n., disgrace, shame; cause of the disgrace (crime, vice).
dēdō -ere -didī -ditum, give up, devote.
dēfigō -ere -fixī -fixum, fix, make fast, fasten into.
dēfungor -fungi -functus sum, perform, finish.
dēinceps, one after another, successively.
dēinde, adv. = dein, of time or place: from that point; then.
dēmō dēmene dēmpsi dēmptum (dē + enō), take away.
dēmum, at length, indeed.
nunc dēmum: now at length. id dēmum: that and that alone (very emphatic "indeed").
dēpugnō -āre -āvī -ātum (dē + pugnō), stronger than pugnō: fight, struggle, contend violently.
dēserō -ere -serū -serūm, desert, abandon; neglect.
dēsiderium -ī n., yearning, longing, desire.
dēsignō (1), mark out; designate, elect.
dēsistō -ere dēstiti -dēstitum (dē + sistō), desist.
dēspondeō -āre -spondī -spōnsum, promise, betroth.
dēsum dē-sum, -esse, -fui, "to be" plus dē: to be away, to be wanting; to fail.
dēvoveô -ēre -vōvī -vōtum,
devote, consecrate.
dī dif dīs dīs: dēf dēis,
differō differre distulī dī-
lātum (from dīs and fērō,
bear apart), scatter, post-
pone, differ.
dīlātum: see differō.
dīmicō -āre -āvī (-uī) (dīs
+ micō), fight, struggle
(in arms).
dirimō -ere -ēmi -ēemptum (dīs
+ emō, "take"), take apart,
separate, divide, interrupt.
discernō -cernere -crēvī
-crētum, separate, discern.
discerpó -ere -cerpsē -cerps-
tum (dīs + carpō, "pluck"),
pluck to or tear in pieces.
dispār -parīs, unequal, un-
like.
dispōnō -ere -posul -positum,
dīs and pōnō (dīs = in dif-
ferent places), distribute,
arrange, dispose.
distulī: see differō.
dividō -ere -visū -visum, di-
vide, distribute, destroy.
dīvinus -a -um, divine, div-
vinely inspired or sent,
relating to a god.
dō dare dedī datus.
dōnec, adv., as long as, un-
til.
dōnum -ī n., gift.
dubiē, adv. from dubius -a
-um: doubting, hesitating,
doubtful.
dubitō (l), doubt, hesitate,
be uncertain.
ducentēnsimus -a -um, the two-
hundredth.
dulois -s, sweet, dulce,
dulciter: sweetly.
dum (-dum), adv. nōnāmum:
not yet; nūllusdum. no one
yet; similarly with many
other words. Conj.: while,
until.
duodecim, twelve.
duodēnī -ae -a, twelve each;
twelve by twelve.
duplex -plicis, twofold,
double.
dūrō (l), make or become hard
or dry; endure, last.
eduocō (l), bring up, educate.
efferō efferre extulī ēlātum
(ex + fērō), bear out,
bring forth, carry away,
raise.
effigiēs -ēsī f., effigy,
image, copy.
egēō -ēre -uī, want, be in
need, be without (with gen.
and abl.).
ēgregius -a -um (from ē and
gregē), not belonging to
the herd, extraordinary.
ēlātus: see efferō.
emō -ere ēmī ēemptum, basic
meaning: take (cf. com-
pounds), usual meaning:
buy.
ēmptor -ōris m., buyer.
-ēns, a numeral adverb which
tells how many times.
-ēnsimus -a -um, an ending of
ordinal numerals; e.g., vī-
cēnsimus = 20th.
eō īō īītum.
ērgā, prep. with acc., to-
wards.
ērigō -ere ērēxī ērēctum,
erect, raise, set up
(right), arouse.
ēruādiō -īre -īvī (-iī) -ītum,
teach. Derivative: erudite.
-essō -essere, intensive end-
ing added to verbs: denotes
earnest action; e.g., fa-
cessō, do eagerly (isciō),
capessō, seize eagerly
(cepīō), petessō, seek
eagerly (petō).
etṣī, conj., although; yet,
and yet.

EVENTUS -US M. (FROM ĖVENIÔ, FROM Ė AND VENIÔ), OUTCOME, EVENT.

EXAMINIM -E, BREATHLESS, LIFE-LESS.

EXCIOÉ EXCÍERE EXCÍVI EXCITUM (OR EXCIO 4TH CONJUGATION) (FROM EX AND CIEO): SEE CIEÓ; ALSO, CALL FORTH.

EXCIO -IRE: SEE EXCIOÉ.

EXCIPIÔ -ERE -CEPTUM (EX + CAPIO), TAKE OUT; EXCEPT; CATCH (UP), RECEIVE.

EXEMPLUM -I N., EXAMPLE, COPY, MODEL.

EXIGÉ -ERE -ÆGİ -ÆCTUM (EX + AGO), DRIVE (OUT, AWAY), EXACT, ETC.

EXIMIUS -A -UM (FROM EXIMÔ -ERE, WHICH IS IN TURN FROM EX + EMÔ: TAKE OUT, TAKE AWAY), EXCEPTED, EXCEPTIONAL.

EXIMÔ -ERE EXÉMI EXÉPTUM (EX + EMÔ), TAKE OUT OR AWAY; EXCEPT (NOTE THE DERIVATIVE EXEMPT IN THE LAST FORM).

EXITUS -US M., A GOING OUT; EXIT; END.

EXÑRÔ (1), ADORN.

EXPEDIÔ -IRE -IVI (-I) -ITUM (EX + PES), DISENTANGLE, SET FREE, BRING FORTH.

EXPERGISCOR -GISCI EXPERRECTUS SUM, WAKE UP.

EXPERIOR -IRI EXPERTUS SUM, TRY, TEST, PROVE, EXPERIENCE.

EXPER -SUS EXPERTIS, HAVING NO PART OR SHARE IN.

EXPLEÔ -PLÈRE -PLÔVI -PLÔTUM, FILL UP, FULFIL.

EXPOÎÔ -ERE -POSUÔ -POSITUM, EXPOSE; PUT OR PLACE OUT; SET FORTH, EXPLAIN.

EXPUGNÔ (1), TAKE BY STORM, OVERCOME, COMPEL, VIOLATE.

EXSANGUIS -E (EX + SANGUIS), BLOODLESS, LIFELESS.

EXSECOR -ARI -SECRARATUS SUM, CURSE, EXCRATE.

EXSEQUOR -SEQUI -SECUTUS SUM (EX + SEQUOR, FOLLOW), PROSECUTE, PERSECUTE, EXECUTE, FOLLOW REVENGEFULLY, PUNISH.

EXSERÔ -SERERE -SERUL -SERUTUM, OPPOSITE OF INSERT.

EXSTINGUÔ -ERE -STÎNXY -STÎNCTUM, EXTINGUISH, PUT OUT, QUENCH, DESTROY.

EXSUL -SULIS C., AN EXILE.

EXTEMPLÔ, IMMEDIATELY, STRAIGHTWAY.

EXTERNUS -A -UM, EXTERNAL, FOREIGN, STRANGE.

EXTRA, ADV. AND PREP. WITH ACC., OUTSIDE (OF); WITHOUT, EXTRA ORDINEM: IN AN IRREGULAR MANNER, EXTRAORDINARILY.

EXTULÎ: SEE EFFERO.

FAES, INDECLINABLE N., (DIVINE) RIGHT, LAW (IUS = HUMAN LAW). FAES EST: IT IS RIGHT, IT IS LAWFUL.

FACINUS -ORIS N., DEED (GOOD OR BAD); CRIME.

FACULTAS -ATIS F., ABILITY, MEANS, FACULTY, POSSIBILITY, POWER.

FAMA -AE F., TALK, RUMOR, TRADITION.

FAMILIA -AE, A HOUSEHOLD OF SLAVES, A HOUSEHOLD, A FAMILY.

FASCIA -IS M., BUNDLE; PLUR.: BUNDLES OF STICKS CARRIED BY LICITORS BEFORE CHIEF ROMAN MAGISTRATES, FASCES.

FAETOR -ÆRI FASSUS SUM, CONFESS, ADMIT.

FAVÔ -GRE FAVI FAUTUM, FAVOR,
help, protect.
favor -ōris m., favor, appro-
bation.
fermē, almost, nearly = sem-
per fermē, usually.
ferōcia -ae f., fierceness,
ferocity. The word may be
used in a good or bad sense.
fessus -a -um, weary, ex-
husted.
festīnō (1), hasten.
figō -ere fixī fixum, fix,
affix, transfix.
fiō fierī factus sum, passive
of faciō -ere.
firmō (1), make firm, make
secure, strengthen.
firmus -a -um, sure, firm,
strong, powerful.
flamma -ae f., flame, raging
fire.
fiectō -ere flexī flexum,
bend.
foedus -a -um, foul, horri-
ble. foedē: adv.
foedus -eris n., a league or
covenant between states or
individuals. icere foedus;
to make a treaty.
for fārī fātus sum, speak,
say. "andus (may be
spoken): right lawful (opp.
nefandus; cf. fās and
nefās).
fore futūrum esse forem, etc.
= essēm, etc.
fōrmō (1), form, arrange,
shape.
fors (abl. forte) f., chance,
luck.
fortiter, adv.(from fortis
-e: strong, brave).
forum -ī n., an open space,
market-place, forum.
fraus fraudis f., fraud; loss
or injury. alicui fraudī
esse: to hurt, harm, cause
a loss to anyone.
frēnum -ī n., plur. also:
frēnī -ōrum m., bridle,
reins.
frequēns -entis, adj.,
crowded, filled, frequent.

frequenter: adv.
frūstrā, in vain.
fūdī: see fundō.
fūncus: see fungor.
fundō -ere fūdī fūsum, pour
(out), let loose, rout.
fungor fungī fūncus sum, be
busy, perform, finish;
often followed by abl.
fūnus -eris n., funeral; and
kindred meanings like death
and destruction.
fūsum: see fundō.

gaudium -if n., joy, glad-
ness.
geminō (1), to double.
geminus -a -um, twin.
gēns gentis f., a clan,
tribe, people, race.
-gentī for -centī (from cen-
tum).
scensus -eris n., birth, de-
scent, race, class, kind,
etc.
gerō -ere gessī gestus.
gignō -ere genuī genitum, be-
get, bear.
-gintā, ending of cardinal
multiples of ten from 30
through 90.
globus -ī m., round ball,
globe; mass (of people),
crowd.
gradiō gradī gessor sum,
step, walk.
gradius -ūs m., step (in any
sense).
gratia -ae f., grace, agree-
ableness, thanks, credit
(favor with other persons).
grātiā = causā.
gratus -a -um, pleasing,
charming; grateful.
gravidus -a -um, pregnant;
laden.
grex gregis m., a herd (two-
-10-

legged, four-legged, winged, etc.).

hāctenus, adv., lit.: hāc parte tenus, up to this point.

hasta -ae f., spear.

haud, adv., not (emphatic); by no means. haudquaquam: by no means; not at all.

hercule, an oath, "by Hercules."

hērēs -ēdis c., heir.

honestās -ātis f., honor, honorable character, reputation, worth.

honestus -a -um, honorable, beautiful, distinguished.

honor (honōs) -ōris m., honor.

hōra -se f., (space of) time; of the year: season; of the day: hour.

hortor -ārī -ātus sum, exhort, encourage.

hospes -pitis, host, guest.

humilis -e, close to the ground (humus); low, humble.

humus -ī f., ground, earth.

I

ibi, adv., there; then.

icō -ere īcī ictum, strike.

ictus -ūs m., blow, stroke, thrust.

Idūs -umm f. plur., the Ides. Idūs Māiae = the fifteenth day of May (so also of March, July, October, but the thirteenth day of other months).

ignōscō -ere -nōvī -nōtum (in + nōscō), not to notice; pardon.

ignōtus -a -um, in-, not + [g]nōtus, known.

immensus -a -um, immeasurable.

imminēō -ere, (over)hang, threaten, be imminent.

immīnuō -ere -uī -ūtum, lessen, diminish, weaken.

immō etiam, immō is used to indicate that a stronger statement or a correction is to follow; e.g., nay more, or nay rather. A word like etiam added to it may make the effect stronger but does not change the meaning.

immortalis -e (in negative and mortālis), deathless.

impellō -ere -puli -pulsum (in + pellō), strike (upon), push on, set in motion, incite, impel.

imperātor -ōris m., emperor, leader, commander.

imperium -ī f. n., command; the right or power of commanding.

imperō (1), order, rule over, command.

impiger -gra -grum (in + piger), not slothful; active.

impēlō -ere -plēvī -plētum, fill (up), fill full, fulfill, complete, etc.

implōrō (1), implore, ask for (with tears).

improbō (1), disapprove, blame (cf. approbation).

improbus -a -um, bad, wicked; beyond measure.

in- (with adjectives), not, un-.

incēdō -ere -cessī -cessum (in + cēdō), go, etc.; happen to, befall.

incertus -a -um, not sure, uncertain, not clearly vis-
Incline (1), bend, incline, yield.

Increpio -are -ul -itum (in + crepo), make a noise, upbraid, become known, etc.

Inde, adv., of place: thence; of time: then.

Indictus -a -um, in- = not.

Indignus -a -um (in-, negative, and dignus, worthy).

Infelix -icis, in-, not and felix, unfruitful, unlucky, unhappy.

Infestus -a -um, hostile, ready for battle; dangerous, unsafe.

Infimus -a -um (superlative of Inferus), lowest (opp. summus).

Infræ, adv., below.

Ingenium -iī n., nature, character, genius.

Ingüsus -entis, enormous.

Inhibeo -ire -ul -itum (in + habeo), hold in or back; exercise, use.

Inimicus -a -um (in + amicus), unfriendly, inimical; as noun: enemy.

Iniquus -a -um (in + aequus), unequal, uneven, unfavorable, unfair.

Initium -iī n., beginning.

Iniusquae ae f., injury, injustice.

Iniussum m., an ablative case (in-, negative, plus iussū), without orders.

Inrumpō -ere -rupī -ruptum, break into, rush in.

Insideō -sidēre -sedī -sessum (in + sedeō), sit on.

Insidiae -ārum f., ambush, treachery.

Insidiator -ōris m., one who ambushes, traitor.

Insigne -is n., singular of insignia; signal, badge, token.

Insōns -sontis, in-, not, + sōns, guilty.

Instituō -ere -uf -ütum (in + statuō): set in, put into; institute; arrange, establish, train, teach.

Instō -āre -stīf -stätúrus, stand in (on) = in + stō; follow closely, approach, threaten.

Intāctus -a -um (in + tangō -ere), untouched.

Integer -gra -grum, whole; intact; pure; undecided.

Interdum, adv., sometimes; now and then.

Interfor -fāri -fātus sum (inter + fāri [speak]), interrupt.

Interimō -ere -ēmī -ēmp tum (inter + emō, "take"), kill, destroy.

Interponō -pōner e -posūf -positus (inter, between or among, + ponō -ere, put or place), interpose.

Interpreś -pretis, lit.: explainer, one who acts as a mediator between—in any capacity; e.g.: interpreter, translator, messenger.

Interpretor -āri -ātus sum, interpret, translate, explain; understand.

Intersum (inter + sum esse), be between, different, present; take part in. interest (impersonal): it concerns, it is of importance.

Intervallum -ī n., intervening space, interval.

Intuezor -ēri intuitus sum, look at (in + tueor).

Inultus -a -um, unavenged.

Invictus -a -um (in-, negative, + vincō -ere), unconquered, unconquerable (cf. English invincible).

Invitō (l), invite, entice.

Iste ista istud (declined like ille illa illud), that
(or this), that of yours; also expresses contempt.
ita, so thus, such.
iter itineris n., a going, way, route, journey, march.
iúdex iúdicis (iús + dicere), judge.
iúdicium -i f n., trial, judgment.
iungō -ere iúnxî iünctum, join.
iúrgium -i f n., quarrel, brawl, contention.
iūrō (l), swear, take an oath.
iussus (4th declension) m., or iussum (2nd declension) n., command, order.
iuventūs -ūtis f., youth, young men.
iuvō -are iuvī iūtum, assist, aid. iuvantibus dis: with God's help.
iūxtā, adv. and prep. with acc., near; equally.

L

L. = Lúcius.
lábitor, lâbi; lápsus sum, fall, slide, slip.
lac lactis n., milk.
lævus -a -um, left (side or hand).
lapis -idis m., stone (any kind).
lâpsus -ús m., a fall, sliding, slip. lápsus linguæ: a slip of the tongue.
légatiō -onis f., (the sending of) an embassy; legation.
légātus -ī m., ambassador; also: second in command.
legiō -onis f., a legion (altogether between four and six thousand men).
legō -ere lēgī lēctum, collect,
M. = Marcus.

maestitia -ae f., sadness, grief.

maestus -a -um, sad.

magister -trí m., master, teacher, head, etc. magister equitum: master of the horse, assistant to the dictator.

magistratus -ús m., magistrate (office) or magistrate.

malus -a -um, bad; and related meanings; comparative; peior -us; superlative: pessimus -a -um.

mandatum -I n., commission, order.

maneo -ere mans I mansum.

mânes -ium m, plur., shades, spirits of the dead.

mâno (1), flow, drip, spread.

manus -us f., hand, hand (body of men).

mâtûrus -a -um, mature, ripe (for).

memini -isse, remember, bear in mind.

memor -oris, mindful, remembering.

meritum -I n., in good or bad sense: merit, demerit; what one deserves; reward, punishment; service.

met, particle added to pronouns for emphasis; e.g., egomet, semet.

mētor -ārī mētātus sum, measure.

metuō -ere -uī -ūtum, fear, be afraid.

metus -ūs m., fear.

micō -āre -uī, tremble; shine, flash, sparkle.

migrō (1), migrate, to remove (move) from one place to another, depart.

mīlia -ium n. plur., plural of mīle (1000).

mīle, indeclinable adj. or noun in sing., thousand.

minae -ārum f., threats.

minister -trī m., one who ministers to: attendant, servant.

minuō -uere -uī -ūtum (cf. minor, "smaller"), to make smaller, diminish.

mirābilis -e, wonderful, extraordinary.

mírus -a -um, wonderful.

mīrum quam: it is wonderful how.

miserābilis -e, miserable, mournful, deplorable.

miseria -ae f., misery, distress, affliction.

mitis -e, mild.

modo, adv., only, just, just now, nōn modo, not only.

moenia -ium n. (of a city), walls, fortification, defense.

mölēs -is f., a mass of anything, literally and figuratively: e.g., heap, mass of men, might, power, dam, etc.

mōliō -Iō -ītus sum, set in motion, build, plot, struggle, erect, cause, etc.

mollīo -Ire -Iul -ītum, make soft, mild.

mōmentum -I n. (= movimentum), movement, motion; moment; influence, weight.

mōnstrō (1), point out, show, inform (against), demonstrate.

mōs mōris m., custom, manner, fashion, mode.

mōtus -ūs m., motion.

muliebris -e, womanly, feminine; effeminate, womanish.

mulier -eris, f., a woman.

multitudō -inis f., a large number (multitude).

müniō (moeniō) -Ire -Īf -Ītum, build moenia, build, surround, defend.
murus -I m., wall.

N

nancîscor nancîscî nactus (nâctus) sum, get, find, meet (with).
nê, adv.: not; conj.: that not. nê ... quidem, not even.
nec: see neque.
necessse, necessary, unavoidable.
nefandus -a -um (ne + fârl), that may not be spoken of, impious.
nêsa n., indeclinable, anything wrong in the sight of the gods; a sin; a crime.
negôtium -if n. (nec + ôtium), business.
nêquâquam, adv., by no means.
nesciô, negative of sciô -ire: to know.
nê = nêve, nor, or not, and not.
peuter -tra -trum (ne + uter), neither of two.
nî = si nôn = nê. quid nî? why not?
-nî (-nae -na), endings of distributive numerals; e.g., bînî: 2 each; 2 at a time.
nimbus -I m., (rain) storm, cloud.
nîtor nîsî nîsus (nîxus) sum, rest or lean on; strive, endeavor.
nobilis -e, noble; well-known.
nobilîtô (1), make known, renowned.
nólô nólle nólûf (cf. volô, wish), not to wish, be unwilling. nólûf + inf. = don't.
nôndum, not yet.
novem, nine.
novîtas -ätis f., newness,

novolô (1), make new, renew, revive, alter.

novus -a -um, new, novel, young.

noxta -ae f., harm, fault, crime.
nûbô -ere nûpsî nûptum, veil, put on the veil, to marry (of a woman).
nûmen -inis n., a nod, especially of a deity; so: a divine will, command, etc.
nûntius -a -um, announcing; as noun: messenger, news.
nûntiô (1), announce.
nûper, adv., lately.
nûpsî: see nûbô.
nûptus -a -um: see nûbô.
nûpta as noun: bride, wife.
nurus -üs f., daughter-in-law.
nusquam, adv. (negative of usquam), nowhere.
nûtrîx -îcis f., nurse.

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novem, nine.
novîtas -ätis f., newness,
obversor -ārī -ātus sum, appear (before).
obviam, adv., in (on) the way; with īre, etc., to meet, oppose.

obviōs -a -um (ob + via), in the way: often with verb = meet; e.g., dare sē obvium, obviam (adv.) īre: in hostile manner = oppose.

occidō -ere occīdī occīsum (ob + caedō), knock down, kill.

occultus -a -um, secret, occult.

occupē (1), attack, seize, occupy, anticipate, do something first.

ōctō, eight.

odiōsus -a -um, hateful, odious.

odium -il n., hatred, odium.

opus -is m., load, burden.

opportunity -a -um, opportune, suitable, favorable.

ops opis f., might, power; help; resources, forces.

ōra -ae f., edge; also = lītus -oris.

orbis -is m., anything that is round; e.g., orb.

orbus -a -um, bereft, deprived of (parents or children).

ōrdior -īrī ōrsus sum, begin, commence.

origō -inis f., origin, source; birth, descent.

orior, orīrī, ortus sum, (a)rise, begin, be born.

orundus -a -um (cf. ortus), arising from, born of.

ōrīō (1), equip, adorn.

ōrīsus: see ōrdior.

ostendō -ere ostendī ostentum, show.

ōtium -il n., ease, peace, idleness.

P. = Pūlius.
pactum -ī n., bargain, treaty, pact.
pāctum: see pangō.
pænitēō -ère -ūī, regret, repent.

palūs -ūdis f., stagnant water, marsh, swamp.
pandō -ere pandī passum, stretch, spread out, expand; throw open. crīnibus passīs: hair dishelved.
pangō -ere pepīgī pāctum, fasten, fix, stipulate.

parcō -ere peperi parsūrus, spare, be sparing, refrain from.

parīō -ere peperi pertum (parītūrus), bring forth, produce.

parīficīa -ae c., lit.: paricide, one who kills a parent; also: one who kills a near relative, etc.

parsūrīs: see parcō.

partim, partly.

partus -ūs m., birth; act of bringing forth, that which is brought forth.

parum, adv. (cf. parvus), too little, not enough; comparative: minus, less; superlative: minimē, least, by no means.

passus: see pandō and pātor.
pateō -ere -ūī, be open, lie open, be exposed to, extend.
pātor patī passum sum, suffer, permit, bear, endure, last.

patricīus -a -um, adj. and noun, patrician, noble.
patrius -a -um, adj., relating to father, ancestor, and father-land. patria -ae: sc. terra.

paucī -ae -a, a few.
paulisper, adv., a little while.
pavids -a -um, trembling, terrified.
pavor -oris m., a trembling, quaking (from fear, etc.).
pecco (1), sin, err.
pecus -oris n., cattle, herd, flock.
peior, comparative of malus.
pellô -ere pepulî pulsum, strike, drive, push; impel, expel, repel, propel.
penatès -ium m., family déities; also: div penatès.
penes, prep. with acc., with, in the hands of.
penitus, deep within.
pénuría -ae f., want, need, penury.
pepercí: see parcô.
peperi: see parîô.
pepigî: see pangô.
per- (with adjectives), very; (with verbs), through, thoroughly.
percellô -ere -culf -culsum, strike (down), shatter, daunt.
perdrînus -a -um, foreign, strange.
pereô -fre -if -itum (per + eô), pass away, perish, die, be lost.
perferô (per + ferô), carry through. perferrî (passive): to reach.
perfidia ae f., perfidy, treachery.
perfidus -a -um, faithless, perfidious.
pérô -ere perrêxî perrêctum, continue, proceed (with). perpetuus -a -um, continuous, perpetual.
persôna -ae f., mask worn by actors; part, character.
pertinéô -ere -tinuf (per + teneô), reach (to); pertain to.
pervigilô (cf. vigil), be awake through the night, watch.
pessimus, superlative of malus.
pitéas pietâtis f., dutifulness (to god, country, parents, etc.).
plôbeius -a -um, plebeian.
plex, the ending means -fold, as in twofold.
plûs, comparative of multus; plûrimus, superlative of multus.
populus -i m., the people.
N.B. our phrase: vox pop for vox populi: voice of the people.
porrexî -rcêctum: see porrigô.
porrigô -rigere -rêxî -rcêctum, to stretch out.
portendô -ere -tendî -tentum, portend, predict, indicate.
poscô, ere popoccî, demand.
posterus -a -um, next, following; comparative: posterior, later, posterior; superlative: postrêmus, last, postrêmô, at last.
opstrêmó postrêmus: see posterus.
postulô (1), demand, request, etc.
potestàs -âtis f., power.
potor -îrî potîtus sum (with abl. and gen.), get, obtain, possess.
potius, adv., comparative: rather, more, preferably.
pôtô (1), drink.
prae, adv. and prep., before, in front; in comparison with, on account of.
pres = praee, before, in front.
presaô -ère -rûf -bitum, offer, give.
presciplô -ere -cêpî -ceptum (praee + capiiô), take before, anticipate; instruct.
presciplus -a -um, special, extraordinary.
prefectus -i m., the "boss," C.O., superintendent, etc. prefect.
praesêns -entis (from praesum
-esse), present, being present; with deus, giving aid, propitious.

praesidium -ii n., praet (before) + sedeo (sit), protection, defence, guard.

praestō -āre (praex + stō), stand before, excel, surpass.

praesum -esse -ful, to be before or over; be chief, govern; to be placed in charge of.

praeter, adv. and prep. with acc., more than, except, beyond.

praeterquam, except, praeterquam quod except that.

primor -ōris, the first; primóris -um m., the most illustrious.

princeps -cipis c., adj. and noun, first, chief (primus and capio).

prior -us; gen., -ōris, first, former.

priscus -a -um, ancient, former, elder.

prius (quam), adv., before, previously.

probō (1), examine, prove.

procéō -cēdere -cessi -cessum, proceed, go before or forth.

propō -ire -īf -ītum, go or come forth or forward.

proditionum -ī n., prodigy, omen.

prōdō -ere -dīdī -ditum (prō + -dō, put), bring forth, hand over, give up, betray.

prōducō -ducere -dūfī -ductum (prō + dūcō), lead forth, lead forward.

proelium -īf n., fight, battle.

profectō, adv., surely, indeed, truly.

profectus: see proficiscor.

professus: see profiteor.

proficiscor -ficisci -fectus sum, set out, go.

profiteor -ērī professus sum (prō + fateor), acknowledge,

confess, profess.

profugō (prō + fugō -ere), flee away, escape.

profugus -a -um, fleeing, fugitive, exiled.

prōgeniēs -ē f., race, progeny, descendants.

proinde, adv., then, therefore, accordingly; in like manner.

properō (1), hasten.

propinquus -a -um (cf. prope, adv.; and the comparative and superlative: propior, proximus), near, neighboring.

propitius -a -um, propitious, favorably inclined.

prōsum prōdesse prōfui, to be of use, of advantage.

prōvocātō -ōnis f., an appeal (legal).

prōvocō -vocāre -vocāvī -vocātus, call forth, challenge, provoke.

-prte, enclitic particle attached to abl. of personal pronouns.

pūbēs -eris, arrived at puberty, adult.

publicō (1), make public; confiscate.

pudicitia -ae f., modesty, chastity, bashfulness.

pudicus -a -um, modest, chaste.

putō (1), reckon, consider, believe, suppose, reflect.

Q = Quintus.

quadrāgēnsimus -a -um, the fortieth.

quālis -e, of what sort; (such) as.

quānvis (quam + vis, you
wish), although, however much, as much as you wish.
quandò, when, since, when? ever.
quater, numeral adv., four times.
quatiò -ere quassi quassum, shake, strike.
quidem (a postpositive particle that expresses emphasis), indeed, even.
quiëscô -ere quiëvî quiëtum, to rest; to be quiet, peaceful.
quiëtus -a -um, quiet, resting, peaceful.
quilibet quae- quod- (quid-) (quîf + libet, it pleases), any (anyone) it pleases you, any you will, any-
thing.
quin, that, that not, but that, without, from, why not? = cûr nôn? = virtual command or exhortation (quin cingeris = gird your-
quingentî -ae -a, five hun-
dred.
quînquâgintâ, fifty.
quippe, conj., since; indeed; to be sure.
Quirittès -ium m., Roman citi-
zens.
quisnam? quidnam? quis? and nam added for emphasis.
quisquam quaequam quidquam (quicquam), anyone, any-
thing.
quisque quaeque quicque (quodque), each, every (one, thing). suum ouile: to each his own; optimus quis-
que: all the best; primus quisque: the first possible; prîmô quôque tempore: on the very first occasion; often takes a plural verb. de-
cimus quisque, one in ten.
quísquis quaequae quidquid (quicquid), quodquod, who-
ever, whatever; any. quic-
quid civium: however many citizens, all the citizens who.
quô . . . eô with compara-
tives = quantô . . . tantô, the . . . the; by how much . . . by so much.
quondam, at a certain time (past or future), once, sometime.

ratus: see reor.
re-, back, again, against.
recipìô -cipere -cîpî -cep-
tum (from re- + capîô), take or draw back. sê recipere: to withdraw.
rectus -a -um, straight, up-
right, right.
recûsô (1), refuse.
reddô -ere -diddî -ditum, re-
and dô.
referô -ferre -tulî -lâtum, re-
and ferô: bear back, bring back; also the de-

refer, also, refer.
refulgeô -ëre refulsl, glit-
ter back; shine brightly.
regîalis -e, regal, royal,
kingly.
regiús -a -um, royal. régia
-ae f., palace.
regnô (1), reign, rule (as a king).
relâtum: see referô.
reliquus -a -um, that which is left; remaining; plur., the rest.
renovô (1), renew, renovate.
reor rërf ratus sum, think.
repellô -ere repulî repulsum,
drive back, away; repel, repulse.
repêns -entis, sudden, unex-

pected. repente, adv.
reperiô -Ire reperl repertum,
find, discover.
res rei f., thing, affair. res publica, rei publicae, republic, state, commonwealth (sometimes without publica).
respiicio, re- + -spiciô.
retrahô -ere -trâxl -tractum (re- + trahô), to draw, drag forth, back or again.
retuli: see referô.
reus -I m., defendant.
risô -ere risûm, laugh.
rôbur -oris n., strength; oak.
rumpô -ere rûpl ruptum, break, burst, break through; destroy.
rûpes -is f. (from rumpô -ere, break), rock, cliff.
sacerdôtis -dôtis, priest, priestess.
saeviô -ire -if -itum, rage, be furious.
saliô -ire salûm saltum, leap, jump.
saltem, at least, at all events.
salvus -a -um, safe and sound.
sclerô' -a -um, polluted, profaned, wicked, impious, accursed.
escelus -eris n., wickedness, crime.
scription (from scriere licet), of course, undoubtedly; ironically, to be sure, forsooth; in the footnotes, understand, supply.
scribô -ere scripsî scriptum, write: draw, describe, enrol, etc.
scriptor -oris m., a writer (of any kind).
sçûtum -I n., a shield.
sé- apart.
sécô -ere -cessî -cessum, go apart, withdraw, secede (sécessió -onis f., noun).
sécernô -ere sècrævi sècrætum (sè- + cernô), separate, set apart.
sècrævi sècrætum: see sècernô.
secundum, adv. and prep. with acc., afterwards, secondly; after, according to.
secundus -a -um (derived from sequor), following, favoring, second.
secus, adv., otherwise. haud secus quam, just as.
sêô (1) (cf. sedeô -ère, sit), cause to settle; soothe, quiet, calm.
sêmet, sê + met (emphatic particle).
senâtus -I or -ûs, senate; meeting of the senate.
senex senis, adj. and noun; comparative; senior, old, aged.
sententia -ae f. (from sentira, to feel, to think), anything one thinks or feels, thought, opinion, judgment; meaning.
sepeliô -ire sepellû (-11) sepultum, bury, burn, etc.
sepulture -ae f., burial, sepulture.
Ser. = Servius.
sêrmô -onis m., talk.
sêrô -ere serôf sèrentum, join, weave; cf. English in-sert.
sêrô -ere sêvi satum, sow.
sêurus -a -um, late, too late.
servitium -if n., slavery, servitude.
servitûs -tûtis f., slavery, servitude.
seu = sive.
Sex. = Sextus.
sexagintâ, sixty.
signum -ī n., sign, signal, (military)standard.
silentium -ī n., silence, freedom from disturbance.
simul, adv., at the same time (as); simul ac (atque), ac = as.
simulâtiō -onis f., simulation, pretense.
sīn, but if; sīn minus, but if not.
sincērus -a -um, pure, sincere.
singulī -ae -a, one each; one by one.
sinister -tra -trum, left (hand).
sīnō -ere sīvī situm, place, put (down); permit, allow.
sistō -ere stetī (stitī)
 statum, stand still, make to stand, place, stop.
socer -eri m., father-in-law.
sociētās -ātis f. (cf. socius), society, alliance.
solēō -ère solitus sum, to be accustomed, to be used.
solūn -ī n., chair of state, throne.
solvō -ere solvī solūtum, loosen, set free, untie.
sōns santis, guilty.
sōpīō -īre -īvī (-ī) -ītum, put to sleep, lull, stun.
sordīmus -a -um, sordid, dirty, poor, mean, base.
sors sortis f., lot; fate, fortune, duty.
Sp. = Spurius.
specēs -ēs f., appearance, sight, look.
spectāculum -ī n. (from spectō -āre, look at), a spectacle, show.
specus -ūs m. f. and n., a cave.
spernō -ere sprēvī sprētum, spurn, scorn, despise, etc.
-spiciō -spicere -spexī -spectum, spy, look at, see.
spolium -īf n., hide stripped from animal, arms stripped
from enemy, spoil.
spondeō -ère spopondī spōn-
sum, pledge, promise, be-
troth.
spetente, abl., with the free will of; voluntarily. suā
sponte, of his own accord, of itself.
sprēvī sprētum: spernō.
statiō -onis f. (from stō
stāre), a standing (still); a place of standing (still), abode, resting place, post, quarters; the soldiers who: guards, etc.
statum: see stō and sistō.
statuō -ere -uf -ūtum, set up; believe, resolve, de-
cide.
sternō -ere strēvī strētum, stretch or spread out.
stetī: see stō and sistō.
stimulō (1), goad, annoy, incite.
stirps stirpis f., trunk (of a tree); shoot, stalk, root; offspring.
stō -āre stetī (stātūrus).
strepō -ere -uf -ītum, make a loud noise (of any kind).
stringō -ere strīnxi strictum, draw, bind (together); draw off, unsheathe; touch lightly, graze.
studium -īf n., zeal, devo-
tion to.
stultitia -ae f., silliness, stupidity.
stupeō -ère -uf, to be stunned, stupefied, as-
tounded, amazed.
stuprō (1), rape, defile.
stuprum -ī f., rape.
suteō -īre -īf -ītum, to go under, to go up (from under), undergo, approach to, come after, etc.
suticiō, v. subiciō.
subiiciō -ere subiēcī -iectum, throw (under); put under;
subject; throw (from under); raise, suggest.
subitus, sudden, unexpected. subitō, adv.
sublātum: see tollō.
sublimis -e, high, lofty, on high.
suēscō -ere suēvī sustum, to become accustomed to.
sūmō -ere sūmpf sūmpum (sub + emō), take, assume.
superbia -ae f., pride (often in bad sense: arroganția et insolentia).
superstes -stitis, surviving. supplicium -i f., entreaty, prayer; punishment.
supra, above.
suspendō -ere -pendī -pēnsum, hang up, raise up; be uncertain, in suspense.
sustulī: see tollō.

T

T. = Titus.
tacitus -a -um, silent, tacit, unmentioned, quiet (tacite, adv.).
taedium -i f., disgust, loathing.
tamquam, just as, as if; tem . . . quam, so . . . as.
tangō -ere tētī tacērum, touch, seize, hit.
tēctum -i n., roof, house. tēctum: see tegō -ere.
tegō -ere tēxi tēctum, cover, protect, conceal.
temerē, adv., rashly, without purpose, by chance.
tempestās -ātis s., season, time, weather, bad weather, storm, tempest.
templum -i n., a consecrated space, a temple.
tendō -ere tetendī tentum, stretch (out), extend, tend towards, strive (after).
tenus, prep. with abl. and gen., up to; as far as.
ter, numeral adv., thrice, three times.
tergeō -ēre (tergō -ere) tersī tersum, wipe (off), dry, clean.
ternī -ae -a, three each; three by three.
terō -ere trīvī trītum, rub, rub off. tempus terere: to pass away the time.
tersī tersum: see tergeo.
tēxī: see tegō -ere.
titulus -ī m., a title.
tollō -ere sustulī sublātum, raise, take up; take away.
torpeō -ēre, be stiff, torpid, numb.
torquis -is m., something twisted or curved.
tot, indeclinable, so many.
tot . . . quot, so many . . . as.
trahō -ere trāxī tractum, draw, drag, lead (along, out, etc.).
trānsferō -ferre -tulī -lä-tum, carry across; transfer, translate.
trānsigō -ere -ēgī -āctum (trāns + agō), drive through; finish, transact.
trānsiliō -Ire -siluī, spring over or across, pass over (trāns + saliō, leap).
trecentēnsimus -a -um, the three-hundredth.
tredēcim, decem et trēs (13).
trepidus -a -um, restless, alarmed, alarming.
tribunicius -a -um, adj. and noun, tribunicial; an ex-tribune.
tribūnus -ī m., tribune.
trigeminus -a -um, threefold, triplet.
tueor ēri tuitus sum, look at, see; guard.
tunc (cf. tum), then, at that time.
turba -ae f., disturbance;
(disorderly) crowd, mob.

**turpis** -e, foul, filthy, base, disgraceful.

**tútor** -óris m. (cf. tueor), protector, guardian.

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**ulter** -tra -trum, comparative: ulterior; superlative: ultimus. ulterior: further, ulterior. ultimus: furthest, last, extremest, remotest. ultrā: on the other side, beyond, further. ultrō: = ultrā: besides; of one's own accord, voluntarily.

**ultimus**: see ulter.

ultrā and ultrō: see ulter.

**umquam**, adv., ever.

**unde**, adv., from where, whence.

**undecim**, eleven.

**undique**, on or from all sides.

**únicus** -a -um (from ūnus); only, unique.

**úniversus** -a -um, whole; ūniversī -ae -a, all together.

**usuquam**, adv., anywhere.

ut . . . sic, as . . . so also, although . . . yet.

**uter** utra utrum, gen., utrfūs, dat., utrī, which (of two).

**uterque** utraque utrumque (see uter for declension), each (of two), both, either (of two).

**utrimque**, adv., on both sides.

**útor** útī úsus sum, use, enjoy, etc.

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**vacuus** -a -um, void, free from, empty (cf. English vacuum and vacant).

**vagor** -āri vagātus sum (also vagō -āre), wander (about).

**validus** -a -um, strong, powerful; well. validē: adv.

**vānus** -a -um, vain, empty.

**vāstus** -a -um, waste, vast.

**vētēs vātis** c., bard, seer.

**vehiculum** -ī n., vehicle (boat, wagon, etc.).

**vehō** -ere vexō vectum, carry, convey; passive, to be borne; therefore, ride, drive, etc.

vel, or; even; or even.

**versō** (1) (cf. vertō), turn round (and round).

**vertō** -ere vertī versum, turn, turn round, turn to; both active and passive may be used as reflexive (middle); vertere and vertī, to turn oneself.

**vērus** -a -um, true, real, truthful, right. vērum -ī n., truth. vērē: truly, in truth, rightly. vērō = vērē, really, indeed, in fact, but indeed, to be sure. vērum = vērē, but, but yet, still.

**vestībulum** -ī, entrance-court.

**vetō** -āre velūt vetītum, forbid, prohibit, prevent (cf. English veto).

**vetus** -eris, adj., old, ancient.

**vetustās** -tātis f., age, antiquity (cf. vetus -eris, old).

vexō: see vehō.

**vicīnus** -a -um, neighboring.

**vicīs** (gen. sing.; no nominative), (inter)change, alternation; place, post, duty; fate, lot. vicem, in
vicem, per vicēs (+ adverbial uses with other prepositions), alternately, by turns; other adverbal uses including vice: in place of, instead of.

victor -ōris m., victor, conqueror.

victōria -ae f., victory.

vīcīus -ī m., street, district.

viduus -a -um, deprived, bereaved of, widowed.

vigil -īlis, wakeful, watchful.

vinciō -ire vīnxī vincītum, bind, fetter.

vinculum: see vinculum.

vincīō -ere vīcī victīm, to conquer.

vinculum (vinculum) -ī n., cord, bond, band, chain.

vindiciae -ārum f., a (legal) claim; judgment.

vindicō (1), claim, liberate, protect; avenge.

violō (1), violate, injure, profane.

virītim, man by man.

vīsō -ere vīsī vīsum, stronger than videō -ēre; also, go to see.

vivō -ere vīxī victum, to live.

volitō (1) (intensive of volō -āre), fly around, flit, soar.

voluntās -ātis f., will or wish.

vorāgō -inis f., an abyss (either in the earth or in water).

voveō -ēre vōvī vōtum, vow.

vulgātus -a -um (participle of vulgō), common, well known.

vulgō (1), spread abroad, make common to all, communicate.

vulgus -ī n., the public, the mob; abl., vulgō = adv., commonly, openly.
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