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

Henry Ephron

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LATINE LEGAMUS

Part III

SELECTIONS BASED ON

Titus Livius

Ab urbe condita

by

Henry D Ephron

A.B., University of Chicago, 1925

Presented in partial fulfillment of the requirement for the degree of Master of Arts.

Montana State University
1950

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Approved:

W. P. Clark
Chairman of Board of Examiners

W. F. Clark
Dean, Graduate School
GRATIARUM ACTIO

Maximas atque sincerissimas gratias agere velim
Doctori Vselio 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
I

LATINE LEGAMUS, PARTS I, II, AND III

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. 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-

\[\text{Learning to Read a Foreign Language: An Experimental Study (London: Longmans, Green, and Co., 1941), which is a new impression of "a brief and simple account of a series of experiments . . . in regard to the teaching of reading ability in a foreign language." The full account is contained in Michael West, Bilingualism, Bureau of Education of the Government of India, Occasional Reports, No. 13 (Calcutta, India, 1926). W. P. Clark, Chairman of the Department of Classical Languages, Montana State University, takes up some of the important points made by Michael West in No. 4 (February, 1949) and No. 5 (March, 1949) of a series of six articles: "The Learning and the Teaching of Foreign Languages," Montana Education (Vol. XXV, November, 1948--April, 1949 inclusive). Anyone interested in the subject under discussion would not waste any time he might spend reading Professor Clark's remarks, even if he has already read Michael West's report.} \]

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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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1 For 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.

2 Except, 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.

3 A 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.

4 W. 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 II 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 *Latinus legamus*, Part II, and the difficulty of

\[\text{\textsuperscript{1}}\text{Op. cit., p. 48.}\]

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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.¹ 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.
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\(^1\) has an excellent selected\(^2\) bibliography in which some of the entries are marked with a special symbol to indicate that they contain "extensive bibliographies on their special topics."\(^3\)

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 *Latine legamus*, 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.
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.

\(^3\)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. P. 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 The Montana Kaimin, November 2, 1949, p. 3.
IV

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 Teaching¹ 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.

¹Frederick B. Agard and Harold B. Dunkel, op. cit., and Harold B. Dunkel, op. cit. See especially the former, Chapter 8.

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within the time of the average course." 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 fluently, 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 . . . .

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 English 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.

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

1 Frederick B. Agard and Harold B. Dunkel, op. cit., p. 296. See also ibid., p. 25.
4 W. 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. R. Clark says: "... learning language is a difficult, a prolonged, in fact, a life-long job. One literally never gets it done." 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."  

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. Needless to say, if I had not concurred

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2 Personal 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,¹ 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."² 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

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¹See 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.

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 Investigation\(^3\) 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

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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-

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.

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 rarified atmosphere.

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 droning 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.
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 learn­
ing of elementary Latin, especially in the high schools of
this country, concurrently with my own efforts on the pres­
et work, even if I do not myself agree on most points that
the attack is being made in the right manner. I do under­
stand, of course, that there are many isolated little exper­
iments 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 ex­
periments but are simply variant methods of teaching ele­
mentary 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.\(^1\) 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 teach­ing
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,\(^2\) 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\(^3\) 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

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\(^1\) *Latine legamus*, and the work being done at Montana
State University in the Department of Classical Languages
fall, of course, into this category.


\(^3\) W. M. Spackman, *Latin in Brief* (Colorado: University 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.

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deal more sensible Latin-teaching going on than my article\textsuperscript{1} 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.\textsuperscript{2} 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,\textsuperscript{3} 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,\textsuperscript{4} and that he tells his students (and others) that Latin is easy.\textsuperscript{5} Besides that, his attempt to persuade

\textsuperscript{1}"The Menace to Curriculum Reform," The Classical Journal, XLIV (1948-49), 293-97.

\textsuperscript{2}Letter to W. P. Clark, dated 27 February 1949.

\textsuperscript{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.

\textsuperscript{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."

\textsuperscript{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. xxii, n. 4, above). From

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by highly picturesque and emotional writing\(^1\) 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.

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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 suggested . . . . ." 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 dissertation 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).

\(^1\) See 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\(^1\) 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,\(^2\) 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.\(^3\) 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."\(^4\) His opinion is of some importance, at least, because he has edited or co-edited texts for three of the

\(^1\) "The 'Functional Approach,'" \textit{The Classical Outlook}, XXVII (April, 1950), 73-75.


\(^3\) 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.


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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. \(\text{(New York)}\) 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. 86).

\(^3\) "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 creat­
ing 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 through­
out 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,

1 Ibid.
2 Ibid., p. 75 (underlining in the original).
3 But see W. M. Spackman, "The Menace to Curriculum
4 See 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

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1 Members of the Committee on Educational Policies are listed in The Classical Journal, XLIII (November, 1947), 79. The address of the Chairman of the Committee on Educational Policies is corrected in a later issue of the magazine (XLIV [November, 1948], 97): "Director of the Project, Dr. Lenore Geweke, University of Chicago, 5835 Kimbark Avenue, Chicago 37, Illinois."

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 \textit{Aeneid},\textsuperscript{3} and attracted enough public attention so that it made \textit{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 \ldots \ldots 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

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\(^{1}\)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.
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 titles\(^1\) 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


\(^1\)See preceding note for entire list.

\(^2\)Fred S. Dunham, "Introduction," p. 68.

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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."  

1"Comment on the Project," p. 90.  
2Naturally the investigation is assuming only two years of Latin in high school, since so very few students go beyond that.  
4Ibid., pp. 74-75.  
5Ibid., 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?" 1

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 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 O. Seyfert.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.
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.¹

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."²

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,³ 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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¹ Paul Shorey's translation, op. cit., p. 52.
² Ibid., 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

¹Paul Shorey, op. cit., p. 69.
³Ibid., p. 82: "The Committee believes in the necessity of grammar, and of as much grammar as possible, as soon as possible."
⁴Ibid., p. 80.
⁵"Vergil in Grade X--Can It Be Done?" The Classical Journal, XLIV (December, 1948), 216-18.
⁶Ibid., 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. 494.
5 Ibid., pp. 469, 482-83.
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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 language 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 assumption," 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.
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-
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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.\textsuperscript{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.\textsuperscript{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-

\textsuperscript{1}I shall deal with the question of choice of authors in the following portion of this discussion.

\textsuperscript{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?\(^1\) 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.\(^2\) 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

\(^{1}\)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.
The 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.¹ 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 year² 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

¹B. L. Ullman, ibid., XLIV, 98.
²Winter, 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 mag-
azine 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 cur-
riculum 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

¹See my "Advocatus Diaboli," The Classical Outlook,

Although I did not mention names in the article,
referring merely to "the argument concerning the possible
substitution of Aeneas for Caesar," etc., I wrote partially
in answer to the following four items: Norman J. DeWitt,
"Aeneas or Caesar?" The Classical Outlook, XXVI (January,
1949), 42-43; John B. Titchener, "Caesar Is Literature,"
ibid. (March, 1949), pp. 66-67; Norman J. DeWitt, "Reply to
Professor Titchener," ibid. (May, 1949), pp. 87-88; John B.

²"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.

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

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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

¹I 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 *Latine legamus* method lends itself is the item of pleasure. 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.

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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.

¹Ibid., p. 130. ²Ibid., p. 133.
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.¹ 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

¹You 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, generix, genialis, genitor, genus, 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).

Consciously 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 instantly," 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.
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,\(^1\) 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>
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<tbody>
<tr>
<td>Vowel</td>
<td>â</td>
<td>o</td>
<td>i</td>
<td>u</td>
<td>ō</td>
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<table>
<thead>
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<th>ûs</th>
<th>(ō)I</th>
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<td>û</td>
<td>f</td>
<td></td>
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<td></td>
<td>f</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>m</td>
<td></td>
<td></td>
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<tr>
<td>Ablative</td>
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<table>
<thead>
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<th>PLURAL</th>
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<th>ae</th>
<th>I</th>
<th>s</th>
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<tbody>
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<td>Genitive</td>
<td>rum</td>
<td>um</td>
<td>rum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative (&amp; abl.)</td>
<td>is</td>
<td>bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>s</td>
<td></td>
<td></td>
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</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 â.

**DATIVE and ABLATIVE PLURAL** always alike.

**FIGURE 2**

- lxix-
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.
LATIN CASE-ENDINGS IN ALPHABETICAL ORDER

a nom. sing. (I); neuter nom. and acc. plur. (all)
ā abl. sing. (I)
ae 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)
ī gen. sing. (II, V); nom. plur. (II); dat. sing.
(III, IV, V); abl. sing. (III)
īa nom. and acc. plur. neuter (III)
ibus dat. and abl. plur. (III, IV)
im acc. sing. (III)
is gen. sing. (III)
īs dat. and abl. plur. (I, II); acc. plur. (III)
īum gen. plur. (III); nom. sing. (II)
īus 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)
ūf 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)
uum gen. plur. (IV)

FIGURE 3

-lxxi-
phabeletical 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

LATIN VERB-ENDINGS AND MEANINGS
(thou = 2nd person singular you = 2nd person plural)

<table>
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<tr>
<th>ACTIVE</th>
<th>PERFECT ACTIVE</th>
<th>PASSIVE</th>
</tr>
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<tbody>
<tr>
<td>-ō = I (or -m)</td>
<td>-I = I</td>
<td>-r = I</td>
</tr>
<tr>
<td>-s = thou</td>
<td>-istI = 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>-tis = you</td>
<td>[-istis = you]</td>
<td>-mini = you</td>
</tr>
<tr>
<td>-nt = they</td>
<td>[-erunt, -ere = they]</td>
<td>-ntur = they</td>
</tr>
</tbody>
</table>

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

Infinitives: -re (pres.act.); -rI (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,
<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>thou</strong></td>
<td>(imperative active)</td>
</tr>
<tr>
<td><strong>erunt</strong></td>
<td>they (perfect active)</td>
</tr>
<tr>
<td><strong>Ι</strong></td>
<td>I (perfect active)</td>
</tr>
<tr>
<td><strong>isse</strong></td>
<td>to have (perfect active infinitive)</td>
</tr>
<tr>
<td><strong>istī</strong></td>
<td>thou (perfect active)</td>
</tr>
<tr>
<td><strong>istentis</strong></td>
<td>you (perfect active)</td>
</tr>
<tr>
<td><strong>m</strong></td>
<td>I (active)</td>
</tr>
<tr>
<td><strong>ministis</strong></td>
<td>you (passive)</td>
</tr>
<tr>
<td><strong>mur</strong></td>
<td>we (passive)</td>
</tr>
<tr>
<td><strong>mus</strong></td>
<td>we (active)</td>
</tr>
<tr>
<td><strong>nt</strong></td>
<td>they (active)</td>
</tr>
<tr>
<td><strong>ntur</strong></td>
<td>they (passive)</td>
</tr>
<tr>
<td><strong>o</strong></td>
<td>I (active)</td>
</tr>
<tr>
<td><strong>r</strong></td>
<td>I (passive)</td>
</tr>
<tr>
<td><strong>re</strong></td>
<td>thou (pass.); they (perf. act.); to (infin. act.)</td>
</tr>
<tr>
<td><strong>rī</strong></td>
<td>to be (infinitive passive)</td>
</tr>
<tr>
<td><strong>ris</strong></td>
<td>thou (passive)</td>
</tr>
<tr>
<td><strong>s</strong></td>
<td>thou (active)</td>
</tr>
<tr>
<td><strong>t</strong></td>
<td>he (she, it)(active)</td>
</tr>
<tr>
<td><strong>te</strong></td>
<td>you (imperative active)</td>
</tr>
<tr>
<td><strong>tis</strong></td>
<td>you (active)</td>
</tr>
<tr>
<td><strong>tur</strong></td>
<td>he (she, it)(passive)</td>
</tr>
</tbody>
</table>

**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
-bi-) "will," future indicative of 1st and 2nd conjugations
-tu-) present subjunctive 2nd conjugation
-ea- present subjunctive 2nd conjugation
-era- "had" (pluperfect indicative)
-seri- "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)
-isse- pluperfect subjunctive
-nd- future passive participle (gerundive, gerund); "must"
-nt- present active participle, "-ing"
-re- (= pres. inf. + personal ending) imperfect subj.
-sa- perfect passive participle (-sa -si -so -sa -so-)
-su-) perfect passive participle (-ta -ti -to -ta -to-)
-ur- future active participle

FIGURE 6
different ways to recognize the perfect system.\footnote{A sufficient amount of information is given for elementary students in \textit{Latine legamus}, Part I, pp. 49-50.} 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
<table>
<thead>
<tr>
<th>INFINITIVES</th>
<th>INFINITIVES</th>
<th>INFINITIVES</th>
<th>INFINITIVES</th>
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</thead>
<tbody>
<tr>
<td>amāre</td>
<td>monēre</td>
<td>tegere</td>
<td>audīre</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<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>audiis</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>audiētis</td>
</tr>
<tr>
<td>amant</td>
<td>monent</td>
<td>tegunt</td>
<td>audiunt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENT INDICATIVE ACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>amō</td>
</tr>
<tr>
<td>amās</td>
</tr>
<tr>
<td>amat</td>
</tr>
<tr>
<td>amāmus</td>
</tr>
<tr>
<td>amātis</td>
</tr>
<tr>
<td>amant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENT SUBJUNCTIVE ACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>amem</td>
</tr>
<tr>
<td>amēs</td>
</tr>
<tr>
<td>amet</td>
</tr>
<tr>
<td>amēmus</td>
</tr>
<tr>
<td>amētis</td>
</tr>
<tr>
<td>ament</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FUTURE INDICATIVE ACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>tegem</td>
</tr>
<tr>
<td>tegēs</td>
</tr>
<tr>
<td>teget</td>
</tr>
<tr>
<td>tegēmus</td>
</tr>
<tr>
<td>tegētis</td>
</tr>
<tr>
<td>tegent</td>
</tr>
</tbody>
</table>

FIGURE 8
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

| a-, ab- | away | ad- | to   |
| ante-  | before | circum- | about |
| con- (cum) | together (with) | dē- | down |
| e-, ex- | out | in- | in, on (adj.: not) |
| inter- | between | ob- | towards, against |
| per- | through, very | post- | after |
| prae- | before | pro-, prō- | forth |
| sub- | (up from) under | super- | over |
| trans- | across | dis- | apart |
| re- | back | sē- | apart |

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

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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 formal 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, silenlulum, 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.

1Nota 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

Titii Livii

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

Prīncipiō Insequentis anni, Q. Servīliō

Ahālā L. Genuciō cōnsulibus, sīve mōtū terrae sīve mōtus -ūs quā vī aliā, forum medium conlāpsum esse in immēn-

Tī vitium non habet Līvius. Vorenāgō

"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, mediās 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.

2 motus: "motion." 3 conlāpsum esse (derivative: collapse) is from com- and lābor lābi ("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, 445. (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,
sam altitūdinem dicitur. Quod (dicitur) vorāginem
immēnsam aut specum vāstum fēcisse. Neque eam vo-
specus -ūs
rāginem vāstam terrā, quam prō sē quisque gereret,
explērī potuisse. Quaerī deinde coeptum esse, expleō -ōre
5 quod maximum Rōmānum bonum esset aut quō plurimum
populus Rōmānus posset. Id enim (maximum Rōmānum populus -ī
bonum) illī locō dandum vātēs canēbant, si rem vātēs -is
pūllicam Rōmānam perpetuam esse vellent.

Tum M. Curtium, iuvenem bellō ēgregium,

etc., expressed or implied. Principal statements
(called indirect statements) are expressed by the in-
finitive 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 infiniti-
tive.

1 altitudinem (what English derivative?) here
means "depth" rather than "height." 2 specus
means "cave" but it is used here as synonymous with
vorago. 4 expleo: "fill up, fulfil." 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. Quaerī . . .
coeptum esse: impersonal; lit.: "it was begun to be
sought." When coeptisse is followed by a passive in-
finitive, it goes into the passive itself. Actually
the phrase need mean no more to you than: quaerere
coeptūrunt. 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.
vātes: a vātes is a bard or soothsayer and when he
sings (vidē "canēbant" Infra ["below"]), he is, of
course, prophesying (confer the English derivative
"vaticination"). With this use of canēre, compare
our own slang, "sing," of a gangster talking to the D.A.
9 M. = Mārcus (what ending?). ēgregium: M.
of. the adverb which you met in your earlier selec-
tions (ii. 30). ēgregius is from ē and grege (grex
gregis, "herd") and means "not belonging to the herd,
extraordinary."
ferunt, culpávisse dubitantés an ullum magis Römānum bonum quam arma virtūsque esset. Silentiō factō, templo deörum immortālium Capitoliumque intuentem, et nunc caelum nunc vorāginem intuentem, sē 5 dévōvisse. 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 mulier -eris vorāginem immēnsam aut specum vāstum terrā, quam pro sé quisque gereret, explērī potuisset.

1 ferunt: synonymous in this use with dicitur (vidē p. 2, l. 1, supra ["above"]).  
2 seqq. (= ff., "and the lines following" [sequentes]; note this method of forming the plural of abbreviations by doubling of the final letter): The indirect discourse continues.  
3-4 Intuentem: "looking at." The word is formed from in and tueor -ērī ("look at, see").  
4-5 se devoviase: "he devoted himself" (to death or to the gods).  
5-6 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 mulier -eris vorāginem immēnsam aut specum vāstum terrā, quam pro sé quisque gereret, explērī potuisset.

4-5 as . . . as possible." Here the horse was decked out (exornato) as "splendiferously" as it possibly could be (poterat).  
6-7 exornato (cf. ornate) is from ex and ornō -āre, "equip, adorn." The ex makes it stronger in meaning.  
7 intuideo = in and sedeō (quod vide). quod vide 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 huic fābulae? Cūra nōn deēset, sī 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 nequāquam parēs, fight a duel in which they seem rather to be putting on a show than engaged in war.

5 Eō anno, C. Sulpicio et C. Liciniō Galvō cōnsulibus, dictātōrem T. Quīnctium Poenum fuisse satis constat. Satis etiam constat magistrum ne qua quam constāre magister-tribuens: déēset; dēsum, "to be wanting" or "lacking," "to fail" (from dē and sum). 2 fāma (derivative?): "rumor, tradition, talk." 3 vetustās: a noun formed from vetus -eris, which is an adjective meaning "old, ancient." What would the noun mean?

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 constat: 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 certe eques -itis
annō Gallī ad tertium lapidem Salāriā viā trāns lapis -idis
pontem Anienis castra habuēre.

Dictātor T. Quīncius Poenus ingentī exer- ingēns-entis
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 eximīa corporis magnitūdine in vacuum pontem eximius-a-urn

basic meanings of the Latin words as he proceeds, he
will find the Latin increasingly and needlessly dif­
1 difficult. 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." 3 ingens: "en­
4 ing set out," from proficīscor, proficīsi. When the
5 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, Ÿree 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 under­
stand 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 -ēre,
consider the popular phrase: cave canem, which means,
"beware the dog!" not, "look out! I'm going to sing!"
processit. Et proœ̣dẹns, quantum maximâ vōce potuit, prôvocāvit per interpretēm ūnum ex Rōmānis et, "Quem nunc," inquit, "virum fortissīsum Rōma habet, quem nunc iuvenem bellō ēgregium Rōma habet, prōcēdat ad pugnam, ut noster duōrum ēventus ostendat utra gens bellō sit melior."

Diū inter prîmorēs iuvenum Rōmānorum silentium fuit. "Procēdat agetum," rūrsus inquit, "ad pugnam. Quis est vir fortissimus Rōmānus?"

10 Diū silentium rūrsus fuit cum prîmorēs iuvenum Rōmānorum praecipuam sortem periculi petere nōlent; tum T. Manlius L. filius ex familiā ēgregiā praecipuus sors sortis

---

1 procedere (what are the two parts of this verb?): "go before or forth." 2 provocăre: "call forth, challenge." Cf. provoke. 5 The subject of procédât must be understood from the preceding clauses. 6 ostendere (derivatives?): "show."

5 noster: remember that this word can mean "of us" as well as "our." 7 genic: "nation"; everything from a clan to a race: the context supplies the exact meaning. 8 prîmorēs (cf. prīmus): "the most illustrious." 11 praecipuus -a -um: "special, extraordinary." 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!


Iuvenis inde së armat; immô etiam armant

15 iuvenem amičî. Armâtum exôrnâtumque adversus

---

1 orior -iri: v. n. p. (= see [vide] note on page) 5, 1. 5, supra. The word means: "(a)rise, begin, be born." stâtio: from stô -âre. 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 iussus (v. 1. 4 infra), an ablative, "without order," or "order, command" may be translated, "in an irregular manner." Invictus: from negative and vincô -ere (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."

3 extra ordinem (confer extraordinary) may be translated, "without order," or "order, command" may be either 4th declension or 2nd (iussum -I).

8 rupees: "rock, cliff."

12 invictus: from in negative and vincô -ere (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. Immô etiam: a word like etiam added to immô merely emphasizes without changing the meaning: "nay, rather."

Ubi cōnstitēre Gallus et Rōmānus inter 15 duās aciēs, silentium rūrsum factum est. Tot mor-tālium animīs spē metūque pendentibus (cum duōrum militum ēventus ostentūrus esset utra gēns bellō

from ad and versus (vertō -ere), "turned towards." adversus and adversum may be used as adverbs (or prepositions with accusative). What part of speech is the word here?

1 exsero: opposite of "insert." 1-2 pro-
8 these forms for the genitive. 8 refugelō: "glitter back, shine brightly." 10 animus: "soul, spirit, courage," et cetera. 12 ferōcīa: "fierce-
13 differō differre distulī di-lātum (from dis- and fero, "bear apart"): "scatter, postpone, differ." 15 aciēs (root AC = "sharp"): "keenness"; in military use: "a line of battle." 16 metus: "fear."
hostem melior), Gallus hostem Römānum advēnit. Et, omnibus mīlitibus aut spem aut metum ostendentibus, in advenientis hostis arma laevā manū Gallus scūtum prōīcit. Dextrā deinde manū Gallus im-
mēnsus gladium vānum cum ingenti sonō dēīcit. Römānus ūnō alterōque ictū in spatium ingēns hos-
tem eximīa corporis magnitūdine porrēxit. Corpus inde hostis, ab omnī alīā vexātiōne intāctum, ūnō
torque spoliāvit, quem torquem sparsum multō

cruōre cēpit. Römānī ab stātiōne obviam mīlitī

suō progressī, laudentēs T. Manlium ad dictātōrem

prōdūcunt. Torquātī cognōmen audītum est. Cognō-

men novum honōrī Manliō fuit. Dictātor T. Manliō

Torquātō corōnam auream addidit dōnum, eamque

Et hercule tantum id certāmen ad omnis

bellī ēventum fuit ut Gallōrum exercitus proximā

nocte relictis 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-

iscit / laeva manu / in advenientis 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-

rigere: "to stretch out." 8 intactus: in negative

and tāctus (from tangere). 9 torquīs: something

twisted or curved (cf. torque). 10 cruōr: "gore."

16 hercule: an oath or expletive (from the

name of the god).
"NUMQUAM," INQUIT CORVUS

Thirteen years after the Torquatus episode (vide supra) another man tried to emulate Manlius and win similar glory (decus) 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 quiētī tempus cōnsummerent, Gallus magnitūdine atque armīs Ínsignis 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 sil-

10 autem praecipuam sortem pericūlī petere nōluērunt. Hīc T. Manlius Torquātus nōn erat; nec iam vērō iuvenis erat.

---

1 Here ubi is local, cum temporal. quiētī: 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 quatiēns: "shake, strike." 4 hastā: "spear." 6 dēcernere: "to decide" (peacefully, by fighting, judicially, et cetera).
M. autem Valerius erat tribūnus militum
adulēscēns ex familia haud tam ōgregiā, qui tamen
sē haud indignōrem eō decore quam T. Manlium Tor-
quātum ratus est. Ad cōnsulem iit et voluntāte
ēsimī petītā (cōnsul, "I," inquit, "et nōmen
Rōmānum invictum, iuvantibus dis, servā." Eisdem
verbīs quam dictātor īsus est) sē armāvit. Immō
etiam amīcī iuvenem armāvērunt. Iuvenis Rōmānus
in medium armātus exōnrātusque ēcessit. Sed
adversus Gallum linguam haud exserentem ingressus
ēsimī. Et Gallus et Rōmānus omnem ferōciam in cer-
tāmen ipsum distulērunt.

Minus Insigne certāmen ēmānum interpoσītō
interpōnō-er
deōrum nūmine factum. Nam, duōbus stantibus nē-
nūmen -inis
15 quaquam paribus, cōnserentī iam manum Rōmānō cor-
cōnserō -ere

---

1 M. . . . Valerius = M. Valerius. 2 edu-
lēscēns -entis: "young" (adj. and noun). 3 indig-
nōrem: comparative of indignus (in negative and dign-
us, "worthy"). decus: "grace, glory, honor." N.B. The "ō" 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, 72. i. 146, 770.)
6 voluntās -ātis: "will or wish." 6 iuvantibus dis: abl. abs., "with the help of the gods" (N.B. iuvō -āre
iūvī iūtum does not have the perfect stem you might expect).
13 interpono: from inter, "between, among," and pōnō, "put, place"; exemplī grātiā (= e.g.): "in-
e.g. terpose." 14 numen: a nod, especially of a deity; so: "divine will, command," etc. 15 cōnsero: for another compound of serō, v. exserentem supra; "twine
together." The military phrase manum cōnserēre 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
Spectāculī magis möre quam lēge bellī fuit. Cor-
vum prīmō ut augurium caelō missum laetus accēpit
tribūnus, precātus deinde, sī deus sī dea esset
5 qui sībī ōmen mīsisset, volēns propitius 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 prōiect, levāns sé
ēlis ōs oculōsque hostis rōstrō appetit. Ferrum
vānum cum ingenti sonō dēicit. Rum rōstrō et ēlis
appetē -ere
simul ac mente turbātum Valerius unō alterōque ic-

in ii. 23, there is serō -ere seruī septum, 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. Vidē et confer factum p. ll, 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 levo: "lift"; note the deri-
atives: "elevate, alleviate." 11 appēto: 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 caesi hostis corpus sparsum cru-
5 ēre spoliāre coepit, nec Gallī sē statione tenuē-
runt et Rōmānōrum cursus ad victōrem etiam ōcior
fuit. Ibi circā iacentis Gallī corpus sparsum circa
cruōre spoliātum, coeptō certāmine, pugna atrōx
est. Iam nōn ā militibus audācibus proximārum
10 stationēm pugnātur, sed legiōnibus utrimque omni-
bus rēs geritur. Camillus cōnsul mīlitem, victō-
riā tribūnī laetum, laetum tam praesentibus ac praesēns
secundīs ēs, Ire in proelium iubet. Ostendēns
tribūnum spoliīs insignem et laudāns, "hunc tri-
15 būnum sed mīlitem vērum imitāre, mīles," aiebat,
"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.
nota 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 praesēns -entis (from praes-
sum -esse) means "present"; however, with deus it im-
13 ples "giving aid, propitious." 13 secundus -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 Rōmānum clārum ēgregium invictum, iuvantibus
dīs, servā."

Dī homīnēsque illī adfusēre pugnāe, et
haudquāquam certāmine ambigūc cum Gallīs dēpug-
5 nātum est; adeō duōrum mīlitum ēventum, inter quōs adeō
pugnātum erat, utraque acīs animīs praecēperat;
adeō duōrum mīlitum ēventus ostenderat utra gēns
bellō esset melior. Inter prīmōs, quōrum cursus
aliōs excīverat, atrōx proelium fuit; alia multi-
excieō -ēre
10 tūdō Gallica, priusquam ad iaciendum tēllum venī-
ret, terga vertīt.

Amīcī M. Valerium ad cōnsulem dūxērunt et
Corvī cognōmen auditum est. Cōnsul L. Pūrius
Camillūs 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: cavē! What case is illī? Construe with pugnāe.
4 haudquāquam: nēquāquam (construe with ambigūc, which is an adjective).
5 no: stronger than pugno. 5 adeō: "to that point, so (much), so far, so long." 5-6 The soldiery on both sides (utraque acīs) had mentally and emotion-
ally anticipated (animīs praecēperat) the outcome indi-
cated by the struggle of the two soldiers (they had expected victory to remain on the same side in the
6 larger struggle).
8 uterque utraque utrumque:
"each" (of two). This word has the same peculiarities
9 of form as uter, "which" (of two)? 9 excīō (or excīo -īre), "call forth," is a compound of the impor-
tant word, cīō cīēre cīvī citum: "move, shake, excite."
16 auctōritās -ātis: "authority, approval." 17 A. = Aulus.
comitia cōnsulāria habuit, aemulumque decoris sui absentem M. Valerium Corvum—id enim illī deinde cognōminis fuit—sumō favōre populī, trēs et vī-gintī nātum annōs, cōnsulem renūntiāvit.

RESPONSUM GRATUM

The following conversation, which Livy relates as taking place in A. ñ. 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.

5 Claudius, secūtus Graecōs librōs quōsdam, P. Scipionem Africānum in lēgātiōne quādam fuisse trādit eumque Ephesī collocútum cum Hannibāle, et sermōnem ūnum etiam refert: quae rentī 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. aemulius: "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.

Tit.: gratus: "pleasing, charming; grateful."
6 P. = Publius. legatio: "embassy, legation."
7 Ephesi: "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 -tull -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. quaerentī &c.: "to Afri-canus inquiring . . . . Hannibal replied," may be ren-
quem fuisse maximum imperatórem (Hannibal) crēderet, haud dubiē Hannibalem respondisse Alexandrum, Macedonum rēgem; cūr Alexandrum rēgem maximum imperatórem fuisse crēderet Hannibalem etiam dīxisse:

5 Alexandrum, Macedonum rēgem, ante aliōs posuisse quod parvā manū innumerābilēs exercitus fūdisset, quodque adiisset ultimās ōrās, quās vidēre suprā spem hūmānam esset. Quaerentī deinde Africānō quem secundum pōneret, haud dubiē Pyrrhum Hannibale-

10 dīxisse; dīxisse deinde cūr Pyrrhum secundum pōneret: castra mētāri prīmum docuisse; ad hoc mētor -āri
nēminem diligentius loca cēpisse, praesidia dis-
posuisse; artem etiam quandam conciliandī sībi dispōnō -ere
hominēs habuisse, ut Italicae gentēs rēgis externī

15 quam populi Rōmānī, tam diū prīncipis in eā terrā, prīnceps

dered, "when Africanus (or when Scipio) asked . . . . Hannibal replied to him." Note carefully this use of
3 the participle in the dative. 3 Macedonum: genitive plural. 5 posuisse: the subject of the in-
finitive, though unexpressed, is obviously Hannibal. Similar practice is frequent in Latin. 7 quas
11 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 de-
13 dispono: from dis- ("in different places") and pōnō; "distribute, arrange, dispose." l4 et sequentes "ut Italicae gentes māllent / imperium esse rēgis externī / quam (imperium)
populi Romani," et cetera. 15 prīnceps -cipis: "first, chief" (prīmus and capiō). prīncips is in
this passage used in apposition with the preceding words, populi Rōmāni.
Imperium esse māllent. Quaerentī Africānō quem tertium dūceret, haud dubī ē sēmet ipsum dīxisse. Tum Scipionem rīdentem rogāvisse, "Quidnam quisnam tū dīcerēs, sī mē vicissēs?"

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

Et responsūm grātum amīcī magis mōre quam inimīcī Scipionem mōvisse, quod Hannibal ē grege imperātōrum sē sécrēvisset.

Crēdisne huic fābulae? Ğūra nōn deēisset, sī qua ad vērum via inquirentem ferret; nunc fāmā rērum standum est, ubi certam imminuit vetustās 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. secerno: "separate, set apart" (sē-, "apart," and cernō -ere crēvi cernō crētum, "sift").
13 imminuō or minuō (-uere -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 lēgātus ad Antiochum missus, Ephesī cum Hannibale, quī sē Antiochō ad-iūnixerat, collocūtus est ut, sī fierī possēt, metum eī quem ex populo Rōmānō conceperat eximeret.

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>
</tr>
</thead>
<tbody>
<tr>
<td>I īnus-a-um</td>
<td>prīmus-a-um</td>
<td>singuli</td>
<td>semel</td>
</tr>
<tr>
<td>II duō-se-o</td>
<td>secundus (alter)</td>
<td>bīnī</td>
<td>bis</td>
</tr>
<tr>
<td>III trēs tria</td>
<td>tertius</td>
<td>tertiī</td>
<td>trīnī ter</td>
</tr>
<tr>
<td>IV quattuor</td>
<td>quārtus</td>
<td>quaternī</td>
<td>quater</td>
</tr>
<tr>
<td>V quīnque</td>
<td>quintus</td>
<td>quīnī</td>
<td>quīnquīnī</td>
</tr>
<tr>
<td>VI sex</td>
<td>sexītus</td>
<td>sēnī</td>
<td>seξīnī</td>
</tr>
<tr>
<td>VII septem</td>
<td>septimus</td>
<td>septēnī</td>
<td>septīnī</td>
</tr>
<tr>
<td>VIII octō</td>
<td>octāvus</td>
<td>octēnī</td>
<td>octīnī</td>
</tr>
<tr>
<td>IX novem</td>
<td>nōnus</td>
<td>novēnī</td>
<td>novīnī</td>
</tr>
<tr>
<td>X decem</td>
<td>decimus</td>
<td>dēnī</td>
<td>dēciēnī</td>
</tr>
<tr>
<td>XI undecim</td>
<td>undecimus</td>
<td>īndēnī</td>
<td>īndecīnī</td>
</tr>
<tr>
<td>XII duodecim</td>
<td>duodecimus</td>
<td>duōdēnī</td>
<td>duōdecīnī</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 -ens is usual in the adverb. The ending -īnī (-ae -a) is the tip-off for the distributive.

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

XX Vīgintī = 20.
C Centum = 100.
M Mīlie = 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.).

Annō trecentēnsimō alterō quam condita

Rōma erat iterum mūtātur fōrma cīvitātis, ab cōn_- cīvitās-ātis
sulibus ad decemvirōs trānslātō imperiō, quem ad trānsferō
modum ab rēgibus ante ad cōnsulēs vēnerat. (An-
5 nīs octō et quīnquāgintā ante, annō ducentēnsimō
quadragēnsimō quārtō quam condita Rōma erat, cum
Tarquinius Superbus rēx omnēs in odium sui dūxis-
set, imperium ab rēgibus ad cōnsulēs trānslātum

1 alterō: secundo. Note the use of quam here: quam condita Rōma erat virtually = ab urbe cōn-
dīta or urbīs cōnditae. 2 cīvitas: "a state,
citizenship"; compare res publica. 3 trānsferō
-ferre -τύλλ -lātum: trans + fero. Usually when the
meaning of a compound word like this one should be ob-
vious 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,
9 "odium." 9 creō: "create, elect." For transla-
tion purposes do not hesitate to supply any necessary
form, in your mind at least, of the word essā.
Ap.: Appius.

Claudîō et Genuclô prō honōre honōs redditus, quia désignātī cōnsulēs in eum annum fuerant. désignō -āre
5 Sestīō, alterī cōnsulum priōris anni, post honōrem honōs datus quod eam rem ad patrēs 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 sībi induerat (adeō ingenium -īf
nova Appīō erat nātūra) ut nōn iam in odiō apud
populum esset et ergā plēbem amicus fieret. ergā

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

---

2 Sp.: Spurius.
4 désigno: "designate, elect." 5 prior
6 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 magistrātus -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: cf. nātūra in preceding line; "nature,
character, genius." 13 ergā: "towards."
15 fascēs: "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 penes praefectum iūris fascēs duodecim erant. Neque hic decemvir (praefectus iūris) secūrēs cum fascibus ferēbat. Interque ipsōs erat summa concordia. Et in ūnica concordia inter ip-
5 sōs, adversus aliōs (et plēbem et patrēs) summa aequitās erat. Moderationis aut aequitātis eōrum aequitās adversus populum (nōn modo adversus primōrēs pa-
trum sed etiam adversus plēbem) argumentum exemplō argumentum-ī sōlum ūnius reī notāsse satis erit.

10 Decemviri sine prōvocatiōne creatī erant. prōvocatiō Quod cum ita esset et nūlla prōvocatiō esset, in-
ventō cadāvere (id est hominis mortuī corpore) domī apud P. Sestium, summæ gentis virum, C. Iū-
lius decemvir sē dē iūre suō dēiēcit, ut dēmptum dēmō -ere
15 dē vi magistrātūs populō redderet. Corpore in-
ventō lātōque in contiōnem, C. Iūlius, praefectus contiō -ōnis iūris, diem P. Sestiō dixit. Cum decemvirī sine prōvocatiōne creatī essent, in hāc rē iūxtā mani-
festā et atrōcī, decemvir, dī Sestīō dictō, accū-
20 sātor ad populum Rōmānūm factus est, cuius reī iū-
īūdex -icis

1 praefectus: "prefect, boss, C.O., superin-
tendent, etc." 4 ūnīcus-a-um: "only, unique,"
6 cf. unus. 6 aequitās -ētis: "fairness, equity."
8 argumentum: "argument, subject, proof."
9 nota(vilsse.
10 prōvocatiō -ōnis: "an appeal" (legal).
14 demo: "take away" (dē + emō). 16 contiō: for conventio: "assembly, public meeting."
17 diem dicere or indicēre: "to set a date."
18 iūxta: "equally"; also, "near." 20 iūdex (iūs + dicere): "judge."
dex legitimus erat. Quo modo iūre suō dēcessit et aliquid dē vī magistrātūs dēmpsit sed dēemptum (ut iam suprā narrāvī) libertātī populī Rōmānī addidit. Tanta adversus aliōs aequītās decemvīrōrum erat.

5 Tam ergā populum amīci flēbant nōn sōlum cēterī decemvīrī (novem) sed etiam Ap. Claudius.

Aequītās decemvīrōrum et facta ergā plēbem grātā multa, cum diēs comitiōrum appropinquāret, appropinquō voluntātem decemvīrōs iterum creandī fecerunt.


Postquam vērō comitia decemvīris creandīs dicta sunt, nescīrōs utrum Ap. Claudiūs inter de-

15 cemvīrōs an inter candidātōs numerārēs. Propior interdum petendō quam gerendō magistrātūl erat. interdum

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8 appropinquō -āre: "approach." 9 (aequi-
tās . . . et facta) fecerunt voluntātem + gen. of the verbal noun (gerund), which in turn takes a direct object. 10 secūs: "otherwise"; haud secūs quam: "just as." regum: nōmen goes with both cōnsulum and regum. odiośum: the suffix -ōsus -a -um = "-ful, -ous"; e.g., odiośus = "hate-ful," and periculośus = "danger-ous."

13 decemvīris creandīs = ad creandum decem-

vīros. Compare the use of the verbal adjective (cre-
andīs), i.e., gerundive, with that of the verbal noun, i.e., gerund (creandum and in the preceding paragraph creandī [decemvīros]). 13-14 comitia dicta sunt: v. diem dixit supra (p. 22, 1. 17, et n.). nescīrōs: note this use of the subjunctive with the indefinite 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 -ē
nōminiōssimumque, ipse medius inter tribūniciōs, Duillīós Iciliōsque, in forō volitāre, per illōs volitō -āre
sē plēbī vēndere, dōnec collegae (cēterī decem-
5 virī) quoque, qui ūnicē illī dēditī fuerant ad id dēdō -ēre
tempus, coniectēre in eum oculōs, mīrantēs quid sibi vellet. Appārēre nihil sincērī esse. Omnia esse nōn tam properantis abire magistrātū quam properō -āre
quaerentis viam ad continuandum magistrātum.

Obviam ire Ap. Claudī voluntātī haud ausī,
comitiōrum habendōrum mūnus illī (Ap. Claudī 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 Claudius: "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 Duillīós Iciliōsque: 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. Translate as if iecerunt. 7 apparēre: this hist. inf. = apparebat, impersonal, "it was plain that." nihil sincēri: note this use of the genitive; translate as if nihil sincerum, "nothing sincere" = "no sincerity" (sincerus also = "pure"). Or, if you will, translate the sentence quite freely: "Claudius obviously wasn't at all sincere." Cf. nihil novi, "nothing new"; plus odī, "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." audeo -ēre ausus sum (deponent in perfect system).
11 et sequens The office they unanimously bestow upon
lēgae, id est cēterī decemvīri) cōnsēnsū dant.

Ars haec erat, nē sēmet ipse creāre possēt, quod praeter tribūnōs plēbī—et id ipsum pessimō examē praeter plō—nēmō umquam fēcisset. At ille (Ap. Claudius) umquam

5 habitūrum sē comitia professus, sē in prīmis cre-

āvit, quod factum bonī haud secus improbābant quam nēmō facere ausūrum esse crēdiderat.

CADV IDUS MAIAS

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

Ille fīnis Appīō personae ferendae fuit.

Suō iam inde ingeniō vívere 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.

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

4 and prep. with acc.  4 umquam: "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-
teur -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.

8 personae: "mask" worn by actors; hence,

9 "part, character."  9 iam inde: "from that moment." priusquam: antequam, "before."
Inirent magistratûm, novûs collëgâs in suûs môrës fôrmâre coepit. Ídûs Maiês exspectâverunt. Ídûs fôrmô -âre tum Maiae solitae ineundis magistratibus erant.

Initô igitur magistrâtû prînum honôris 5 diem rë ingentis terrôris Însignem fëcère. Nam cum ita priôres decemviri servássent ut sûlum ûnus (praefectus iûris) fascês duodecim habëret (id est, ut cêterû nullûs fascês habërent) et hoc Însigne Însignë -is rêgium in orbem per omnês îret, repente omnês cum orbis -is 10 duodënis fascibus prôdière (id est, quîque decem- prôdeo -îre virûrum cum suûs duodecim fascibus prôdière).


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

1 aliquamdiū: "for some time." 2 totus: understand terror. 3 abstinēo: "hold back, abstain." In translation switch from the impersonal passive to a personal active construction. Supply any subject the sense demands: "they (the decemvirs) abstained 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 dēcrētum: "decree." foedus: a league or covenant between states or individuals. 10 iocē: "strike." icē foedus: "to make a treaty." 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 hinderent 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

Quīdam iuvenēs (decemvirōrum amīci) tribūnālia obsēderant. Hī ferre et agere plēbem plē-obsideo -ère

5 bisque rēs, cum fortūna, quidquid cupītum esset, 
potentiōris esset. Et iam nē tergō quidem absti-

nēbātur. Alī virīs caedī, alī secūrī percuti. 

Et nē grātuīta crūdēlitās esset, bonōrum dōnātiō 

sequī domīnī supplicium. Hōc praemiō corrupta, supplicium

10 iuventūs nōbilis (optimus quisque Rōmānōrum iuven-

num) nōn modo nōn īre obviam iniūriae, sed licen-
tiam suam mālle quam omnium libertātem.

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 ferre et agere: "plunder" (ferre of inanimate objects ferre and agere of live stock). 6 potentiōris: predicate genitive of possession; i.e., esse + gen.: "belong to." quidem expresses emphasis, "indeed, even." ne ... quidem: "not even." caedi, percuti: Infinitives. crūdēlitās -ātis: "cruelty." 8-9 The decemvirs wanted to be sure that cruelty 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 -ī: "punishment"; also, "entreaty, prayer." non modo: "not only." Nota bene: there are two non's in the clause. īre obviam: usually, "meet"; here "oppose." 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 English the student should be ready to switch from the obvious derivative to whatever word of similar meaning is necessary. Here, exemplī grātiā, instead of translating 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 grātiā.)
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 Aequi.

10 Nihilô melius militiae quam domî res publica administrâta est. Illa culpa haud omnis pênes duces erat. Illa modo in ducibus erat culpa quod, ut odiô essent cîvibus, fâcerant. 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 imminutis with both animis and insignibus). 7 Consider here the sentence you met earlier in this selection: "Decem regum species erat." regnum is actually the rule of a rex. 10 The decemvirs proved no better in the field than they had at home. militiae and domî 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 il-
lorum dēdecus patiēbantur. Nē quid decemvirīs dēdecus-oris
ducibus bene usquam gererētur, vincī sē et fundī usquam
patiēbantur. Fūsi et ab Sabīnīs ad Erētum et in
5 Algīdō ab Aequīs exercitūs erant.

Ad clādēs ab hostibus (Sabīnīs Aequīisque) clādēs -is
acceptās duo facta indigna (duo ignōminīōsissima
facinora) decemvirī bellī domīque addunt. L. Sic-
cius, mīles, quem Achillem Rōmānum dīcunt, odium
10 in decemvirīs gerit et in odiō apud decemvirīs
est. Tribūnōrum creandōrum sēcessiōnisque menti-
ōnēs ad vulgus mīlitum sermōnibus occultīs serit. occultus-a-u
Quod odiō decemvirīs est; ergō L. Sicciūm locum
castrīs opportūnum quaesītum mittunt. Eum rogant
15 quālis esset nātūra alterīs 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 illorum. ne quid: after si, nisi, or ne translate quid: "anything." 3 usquam: "any-
where." vincī, fundī: infinitives. 3-4 fun-
di, fusī: from the same verb. 4 ad: "near." 6 clades: "disaster, defeat." 7 accep-
tas / duo. duo is neuter accusative modifying facta.
8 facinus: "deed; crime." bellī domīque: see militae, domī in the first sentence of this selection
11 (et n.). 11-12 mentiones (serit): the student should use his imagination and his knowledge of Eng-
ish idiom to switch quickly and easily as he reads from the literal, "he sows," and the obvious deriva-
tive of mentiones, "mentions," to some phrase like: "he drops hints." 12 occultus: "secret, occult." 14 quaesītum: supine; translate as if infinitive.
15 quālis: "of what sort"; also: (such) "as."
erat ut vulgō militum nescientī obtruncārētur et
mentiōnēs tribūnōrum creandōrum secessiōnisque
finem habērent.

Datur deinde negotium militibus, quōs ex-
5 peditiōnis eius comitēs miserant, ut eum opportūnō
locō petentēs interficerent. Eum petitum obtrunc−
cāvēre; sed haud inultum interfēcēre. Nam circā
L. Siccium petitum et (re)pugnantem aliquot însi−
diātōrēs obtruncātī cecidēre, cum ipse circumven−
10 tus valdē fortis (id est vir fortissimus) parī
vīribus animō sē dēfenderet.

Cēterī însidiātōrēs reversī in castra nūn−
tiant (fābulās−nihil aliud) praecepitātum (iactā−
tum) in însidiās esse (id est, sē cecidisse [aut
15 incidisse] in însidiās); Siccium, ēgregiē ví con−
trā vim resistentem pugnantemque per însidiās ob−
truncātum et interfecētum et mīlitēs quōsdam fortis−
simōs cum eō virō fortissimo amissōs.

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1 vulgo nescienti: abl. abs.  2 mentiones: 
nominative.

4 negotium (pec + ötium): "business."
5 comités: apposition with quos: "companions." The
word means: anyone who goes with.  7 (sum) inul−
tum: "unavenged."  8 însidiātor: "one who ambushes;
traitor."  12-13 nuntio: "announce."
13-14 praecepitātum . . . esse: indirect statement,
but replaces the impersonal passive ("it had been
. . . ."), virtually = se incidisse (se = "they").
14 însidiāe −ārum (plur.): "ambush, treachery."
16-18 obtruncatūm, interfecētum, amissōs: indirect
statement continued; sc. (= scilicet, from scīre
licet: "supply") esse.

sc. scilicet
Prīmō fidēs nūntiantibus (eōs per insidiās interfectōs) fuit; nūntiantibus vēritātis speciēs fuit. Prefectī deinde virī valē fortis amīci ad sepeliendōs quī ceciderant, decemvīrōrum permessū sepeliō -īre

5 (eōrum haud iniussū), postquam nūllum spoliātum ibi corpus Sicciumque in mediō iacentem armātum, ibi omnibus in eum versīs corporibus, vīdēre, et postquam hostium neque ibi iacēns corpus āllum nec vēstīgia abeuntium vīdēre, eum profeotō ab suīs profeotō


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3 virī fortis: genitive. 3-4 ad: ad + gerund or gerundive: "to" (purpose). 4 sepelio: "bury, burn." qui: "(those) who." 5-7 postquam-clause ends with vīdēre (= vīdērunt). 6 ibi: "there"; also, "then." 8 iacēns: accusative singular neuter. 9 abeuntium: sc. eōrum (= hostium). profeotō: 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 sī non. fūnus: "funeral"; kindred meanings like "death" and "destruction" may be used to translate this word. 13 pessima: superlative of malus. The comparison of malus is irregular: malus, peior, pessimus.
PREPIXES

Frequently two words (or more) are combined into one (exempli grâtiâ: bene-dîco, decem-vir, dê-mittô). 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 Latînē legãmus. (dis-, re-, and sé- 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
com- (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, thoroughly
post-, after
praē-, before
prō- (pro-), forth, forward
re- (red-), back, again
sē-, apart
sub-, under, up (from under)
trāns-, across
This story follows immediately after the preceding one.

Eodem anno (anno trecentënsimô quârtô ab urbe conditâ, anno alterô quam mútâta fôrma cîvitâtis erat) sequitur aliud nefâs (aliud facinus nefâs ignominiösissimum) in urbe, ab libídine Ap. Claudî ortum. Sequitur nefâs haud minus malô évêntû quam quod per stuprum mortemque Lücrëtiae urbe régnôque stuprum -I Tarquiniós expulerat, ut nôn fînis sôlum Idem decemvîrîs qui régibus esset sed causa etiam eadem imperiî âmittendi decemvîrîs quae régibus esset.

(Annîs sexágintâ ante, annô ducentënsimô quadrâgênsimô quârtô post conditam Rômam, cum Tarquinius Superbus réx omnês in odium sif addûxisset, post Lücrëtiae stuprâtae mortem, cum stuprô -âre
régnasset annōs vigintī quīnque et cum régnātum Rōmae esset annōs ducentōs quadrāgintā quattuor, expulsus erat [Tārquinium Superbum rōx], et imperium ab rēgibus ad cōnsulēs, quem ad modum ab cōn­sulibus post ad decemvīros, trānslātum erat.


10 cēātī sunt.")

Ap. Claudium virginīs plēbeīar omnērastāe libīdō cēpit. Virginī nōmen Vergīniae erat. Patēr virginīs, L. Verginius, honestum ōrdinem in Algīdō dūcēbat, vir exemplī rēctī domī mēlitiae-

15 que. Eōdem mōdō uxōr (mater virginis) Instītūta rēctus-a-um

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

1 regnō: "reign, rule (as a king)." regnatūm 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 Rōmæ: locative case. So domī militiaeque in lines 7 14-15 infra. 7 regnātum: the form of the word "to be" is omitted as often. Compare regnātum 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 . . . dūcēbat: he held an honorable rank, he was a centurion. 14 rēctus: "straight, right, upright." 15 instītūo: in + statuō, "set in, institute, train."


1 spoponderat: spondeō -āre 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 -āre): "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 libertatem and in servitūtem ab libertate literally. Keep your translation idiomatic. 14 servitus -ūtis: "slavery, servitude." 15 postulō: "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."

Adsertor eam serva suam natam servamque appellabat, adsertor ejusque sequi se iubebat, dicens (eam) morantem vis suam domum se laturum.

Misera puella territa nihilque dicente, ad clamosorem nutritis, metu motae, Quirites (civis Romanos) orantes fidemque Quiritium petentis, fit concursus. Vergini patris, sponsique 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 nutrit: "nurse." 7 venienti: dative, modifies virginis. 8 manum iniecit: on virginem (line 5 supra). 11 adsertoris: 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. morantem: "if she delayed." 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 nōtōs puellae et amīcōs sed etiam turbam pulchritūdō eius indignātāque ref virgīnī conciliat. Iam puella ā vī tūta erat, cum adsertor ait nihil opus esse multitudine excitātā; eam ā vī tūtam esse; sē iūre age-re, nōn vī. Vocat puellam īn iūs. Amīcis Vergīnī, patris puellae, qui aderant, auctōribus ut auctor -ōris sequerētur, ad tribūnāl Appī perventum est.

Nōtam iūdici fābulam, quippe apud ipsum quippe

10 auctōrem argumentī, adsertor (per)agit. Dīcit

M. Claudius, minister iūdicis libīdinis, virgīnem līberam īn servitūtem adserēns (postulāns sententiam secundum servitūtem): puellam servam servā secundum suā domī suae nātam occultāque (in occultō; id est, 15 nūllō sciente) inde īn 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 īn 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 auctōrem argumentī: "since, to be sure." 13 secundum: "secondly, according to." 13 et sequentes indirect discourse dependent on dīcit. 14 domī suae: locative.
esse (ut ei nātām); vel ipsō Vergīniō iūdīce, ad vel quem (ut patrem falsum falsae nātæ) maior pars iniūriæ eius pertineat, id sē probātūrum esse; probō -āre

interēa iūs esse (iūstum et rēctum esse) servam

5 dominum sequī. Advocātī amīcīque puellæ, cum dīxissent Vergīniōm, virginis Vergīniæ patrem, rei pubblicae causā abesse, eum īnsequentī diē adfutūrum esse sī ei nūntiātum sit, contrā iūs fasque esse (iniūstum esse) Vergīniōm, honestum

fās

10 ērdinēm in Algīdō dūcentem, rei pubblicae causā absentem, in iūs vocārī et dē līberīs certāre, (cum omnia haec dīxissent,) poscunt ut rem inte-

gram decemvir Ap. Claudius in patris adventum differat, ut sententiam dicat secundum lībertātem,

15 neu patiātur virginem adultam, virō mātūram, bonae neu fāmae prius quam lībertātis periculum adīre.

1 ut: "as (if)." vel: "or, even."
3 se: subject of probātūrum esse. In indirect dis-
course the speaker uses the reflexive to refer to himself. probo: "examine, prove." 4 iūs esse: the impersonal construction in indirect dis-
course. 7 ēum: Vergīniōm. 8-9 contra iūs fasque esse: confer iūs esse (l. 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-
cocati 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 lībertātis.
Ambiguís falsisque verbis Appius dēcrētum malum iniūstumque dīcit nē suam libīdinem manifes-
tam reddat (ut sua libīdō cēlētur. Sed tamen ipsī frūstrā est. Frūstrā libīdinem cēlāre temptat).

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

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

10 Icilius interveniunt (Vergīnius désponderat filiām L. Iciliō tribūnicīō, virō ācrī et prō causā plē-
bis magnae virtūtis); datāque inter vulgus viā,
cum multitūdō Icili interventū maximē Appīō resis-

1 Ap. Claudius spoke as our own poorer poli-
ticians (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: ambiguís falsisque verbis.
3 reddat: "render," 3-4 sed—est: i.e., he
4 failed. 4 frustra: "In vain." 5 placere
(sibi) is idiomatic. "It is pleasing to himself,"
means, "he decides." Instead of "decrees" any ap-
propriate word might be used; e.g., depending on the
antecedent of the pronoun: "he decides, he ordains, he
7 believes best, etc."
8 cum need not be placed first in its clause.
9 avus: "grandfather."
12 et sqq. While a word
for word translation from Latin to English is impos-
sible, do not make the mistake of going to the other
extreme and hopping around the sentence. Try to un-
derstand and translate one phrase at a time: "A way hav-
ing been made . . . . since (cum) the people believed
that . . . . the lictor, taking out his axe, said that
the judge had given his verdict (decre[vi]ssae), and
13 when Icilius raised an outcry," etc. 13 et seq.
resistī posse: lit., "that it might be able to be re-
sisted," but translate: "that Appius might be most ef-
fectively (maxime) resisted," shifting from the imper-
sonal to a personal construction.
ti posse crederet, lictor, securi expedita, de- expediō -ire crōsse ait clāmantemque Icilium vi de locō movēre temptat. Placidum quoque ingenium tam atriō iniūria incendisset.

5 "Ferrō hinc tibi submovendus sum, Appī," inquit, "ut id tacitum feräs et celātum habeäs quod tacēri cēlārique vis. Virginem ego hanc sum ductūrus spōnsamque pudīcam sum habitūrus. Itaque pudīcus-a-um omnēs collēgārum (cēterorum decemvirōrum) quoque

10 lictōres convocā. Expediō (eximī parārique) vir-gās et secūres iūbē; nōn manēbit extrā domum pa-tris spōnsa Icilī. Mīhi virgō nuptūra est et nūp- nūbō -ere tam uxōremque pudīcam sum habitūrus ego. Si tri-būnicium auxilium et prōvocationem, duās arcēs arch arcis

1 expedio: "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 Icilius did not have placidum 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 (gerundive). submovendus sum must be treated as a single word, of course. 6 tacitum feras: "carry off in silence." celatum 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.

12 nūbō -ere nūpsī nuptūm: "veil, put on the veil, marry (of a woman)." nupta, 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 arch: "citadel, bul-wark."
libertatis tuendae, plebi Romanae exemistis, non igitur renum in liberis quoque nostras coniugae-que nostras vestrae libidini datum est. Saevite saevio -ire in tergum et in uerum nostras, at pudicitia in 5 tuto sit.

"Huic si vis adseretur, ego fide praesentium Quiritium pro sponsae implorabono (eam petam, orabor, et poscam), Verginius fide militem pro una filia implorabit, omnem deorum hominumque 10 implorabimus fide, neque tu, Appi, istud decretum sine caede nostra unquam referes. Postulo, Appi, caedes -is (ut) etiam atque etiam consideres (tueare) quod progressiare. Verginius viderit de filia, ubi venerit, quid agat; hoc tantum sciat, si huic, 15 adserenti filiam ab libertate in servitute, cedere serit, coniugem ei quaerendum esse - sciat, si huic cesserit, me eam non duorum esse. Sed vita cius quam fidem me, vindicantem sponsam in liber - vindico -are tatem, deseret."

3 saevio: "rage, be furious." 4 pudicitia: cf. pudor, pudicus.
6 huic: pudicitiae. fide: "help." 7 eam: fide, -11 caedes: "killing, slaughter" 11 (from caedere). sine caede nostra: "without slaughtering us"; note that nostra is objective, i.e., it supplies the object for the verbal idea in the noun caede. referes: "repeat." 12-13 tueare, progressiare: re for ris, and remember that these verbs are deponent. 13-14 viderit, sciat: subjunctives, 15 "let (him)." 15 cedo: "go, yield." 18 vindico: "claim, liberate, protect; avenge." 19 deseret: deseró -ere -serui -sertum: "desert, abandon,"
Excitāta multitudō erat certāmenque instāre videbātur. Lictōrēs Icilium circumvēnerant; nec ultrā Vōces (verba) tamen prōcessum est, cum Appius diceret non Vergīniam defendī ab Icilio (id est, Icilium non Vergīniam tuērī, Icilium non causam Vergīniae dicere), sed gravem et odiosum hominem locum sēditionis quaerere. Hoc tamen illum frūstra quaerere. Non sē praebētur (datūrum) pateretur; sed ut iam scīret non id in solentiae suae datum (esse) sed Vergīnio absentī et patriō nōmini et libertātī (datum id), sē iūs eō diē non dictūrum (esse) neque sē dēcretum interpositūrum (esse): a M. Claudio petitūrum, ut dēcéderet iūre suō (sē dē iūre suō dēliceret) decēdō -ere 15 puellamque in libertāte in posterum diem manēre pateretur; quod nisi pater posterō diē adfuisset, sē nuntiāre Icilio similibusque Icilī (hominibus neglect."

Freely translated, the sentence means: "May I die rather than prove disloyal in defending my betrothed's liberty."

1-2 insto: in + sto; also, "approach, threaten." 3 The trouble was still confined to verbal shafts. 4 defendi: present passive infinitive in indirect discourse. The indirect discourse (dependent on diceret) continues to the end of the paragraph. 8 se: in indirect discourse the reflexive refers back to the speaker; e.g., Appius said that he (se) 13 . . . . 15 a M. Claudio petitūrum (sc. se): "that he would ask of M. Claudius (that) . . . . ." 14 decēder: "go forth, depart, yield" (dē + cēdō). 16 pateretur: subject M. Claudius. quod nisi: "but unless." 17 se nuntiāre Icilio: compare our threatening use of "tell"; e.g., "I'm telling you!" Translate: "that he was letting Icilius know," etc.
gravibus et odiōsīs), sē sententiam secundum servitūtem dictūrum. Nec sē collōgārum līctōrēs convocātūrum ad coèrcendōs sēditionīnis auctōrēs: sē coërceō -ēr suīs līctōribus contentum fore.

5 Cum tempus iniūriae dilātum foret sēcessō -ere sissentque advocātī puellae, placuit omnium primum frātrem Icīlī filiumque Numitōrī (puellae avī), impigrōs iuvenēs, pergere in ēdrectā ad portam, et impiger quantum properārī posset Vergīniūm accīrī (excīrī)

10 ē castrīs: in eō salūtem puellae vertī, si posterō diē pater eius ad tempus præsēns esset. Iussī, impiger iuvenēs (frāter Icīlī filiusque Numitōrī) pergunt citātīque equīs ēnūntium ad patrem per-

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

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3 coërceō: "enclose, restrain." ad co-ercendos . . . auctores: ad with the gerundive ex-presses purpose. 4 fore = futūrum esse. 5 dilatum: from diﬀerō; cp. English "dilat-ory." foret = esset. secedo: "go apart, withdraw, secede." 6 placuit (eis, referring to advocati): 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: ac. via. 9 That is, "by the shortest route." 9 Verginiūm: subject of accīrī. 10 ec: looks forward to the si-clause. 11 eīus: Verginiā's. 13 citātis-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.
sitís rēbus aliīs prae cūrā ūnīs (rei) nēmō adi-bat, domum sē recepit collēgīisque in castra scri-bit, nē Vergīnius proficīscī patiantur atque etiam in custōdiā habeant. Improbum cōnsilium sērum sērus -a -u

5 fuit, ut dēbuit, et iam mediā nocte Vergīnius pro-fectus erat cum Ιnsequentī diē māne (sed tamen sērum) dē re tinendō eō fruṣtrā litterae redduntur.

At in urbe primā lūce cum cīvitās in forō, lūx lūcis exspectātiōne ērēctā, stāret, Vergīnius, vestītū
tū mulītūdīne in forum dēdūcit. Paulisper morātus,
nōn sólum:  "not only." Note the placing of the important word between the non and the solum. 13 et seq. (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.

1 In the general excitement over Virginius's case (prae: "in consequence of, because of"), all other troubles were forgotten. 2 domum: (ad) do-
mum. recepit: for subject see first word of sen-
tence. 3 ne: with both verbs that follow.
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-
theless sērum since V. had started out mediā noctē. 7 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).
8 lux: "light, day, daylight." prima luce,
of course, refers to daybreak. 9 et sqq. vestītū
mutātō, vestītā veste, vestītā sordīdī 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 ... solum: "not only." Note the placing of the important word between the non and the solum. 13 et seq. (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.
cēns): sē prō līberīs eōrum ac coniugibus in diēs
singulōs in acīē stāre, nec alium virum esse,
cuius plūra fortiter facta in bellō memorārī pos-
fortiter sent. Vergīnius, paulisper morātus, rūrsus dicere
5 coepit: Quid prōdesse (quem ad finem? cūr?) sī, prōsum
tūtā urbe, līberīs suis sint patienda ea, quae,
urbe captā, ultima timeantur? Haec dīcēns, prope
ōrātiōnem in cōntiōne habēns, circumibat hominēs.
Similia hīs ab Iciliō iactābantur. Mulierēs plūs
10 tacitīs lacrimīs, lacrimandō tacitē flendōque,
quam ûlla vōx, movēbant. Quae autem omnia Vergī-
niō frustra sunt (nihil prōsunt).

Adversus haec omnia, obstinātō animō,
Appius—tanta vis āmentiae (= dēmentiae) vērius

1 se: in indirect discourse refers to the
speaker (here: Vergīnius). 1-2 in diēs: "daily." The
singulos is not necessary but consider what we can
do in English by adding a single tautologous or redun-
dant word: I went every day vs. I went every single
3 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. forti-
ter: adverb from fortis, "strong, brave." 5 prō-
sum prōdesse prōfīl: prō + sum, "to be of use, to be
6 of advantage." 6 līberīs suis: dative of agent
with patienda, 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 patienda "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 Vergīniō frustra sunt: vide p. 40, 11. 3-4, et
nn., et confer (nihil prōsunt) seg.
quam amoris mentem turbaverat— in tribunal ascendet, et ultrō querente pausa adsertōre M. Claudiō, ultrō quod iūs sibi proximō die dictum nōn esset, prīusquam aut ille postulātum perageret aut Vergīnīō 5 locus respondēndī daretur, Appiūs interfātur. interfor
Quem autem sermōnem dōcrītō praefāitur? Quibus ambiguǐs falsīsque verbīs dōcrītum dicit ut sua libidō cēlētur? Quem dōcrītō sermōnem praestendērit, forsan (= forte) aliquem vērum auctōrēs antī-
10 qui trādiderint: quia nusquam in tantō dēdecō

1 amoris: sc. vis.  2 ultrō: from ulter
-tera -terum, 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 responsibility 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," any phrase may be used which will indicate that the
4 reason is Marcus Claudius'.
5 interfor: inter + for fārī fātus sum, "speak." The compound means: "Interrupt." Note another compound of for fārī in the next sentence and with it compare English "preface." 
9 verum: scilicet ser-
10 nusquam: negative of usquam; therefore, "nowhere." 10 et sequens Let alone finding the true speech, Livy cannot find any speech handed down which even resembles truth. dēdecō decretīi: 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."
Prōmō 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 Appiūm, "Icilio," inquit, "Appī, nōn tibi, meam fīliam dēspondi et ad nuptiās (ad mātrimōnium), nōn ad stuprum ēducāvi. Illīne haec passūrī sint, ēducō -āre nescīō: nōn spērō illōs, quī arma habēnt, passūros esse. At ego certē haec nōn passūrus sum."

Cum abigerētur virginis a cētor ad multitūdine mulierum circumstantiumque advocātorum,
silentium factum per decemvirum. Decemvir a libidine mortus dicit non tantum (= non modo) proximo die maledictis Icili hodiisque violentiã. Vergili, cuius testem populum Römänum habeat, sed ab alis quoque testibus certis testimonioque haud falsô se invénisse et cognóvisse coetus totâ nocte in urbe coetus -ús factós esse ad movendam seditionem. Itaque se haud inscientem (= nescientem) eiusmodis (futūri) cum armátis ad forum dēscendisse, non ut quemquam quētum coērcēret aut violāret, sed ut turbantēs cívitātis ōtium et seditionem moventēs ōtium -ī coērcēret. "Ergô este quētī! Nōn turbāsse cívitātis ōtium erit melius et quīēsse (erit melius)."

 Cum haec clamāsat plēnus ïrae, multitudō ipsa se, suā sponte, dimovit désertaque puella sponte

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4 cuius: "of which." The antecedent is violencia. testem and populum are in apposition.
4-5 sed ... quoque picks up non tantum.
5-6 se invénisse et cognóvisse: indirect discourse dependent on dicit at the beginning of the sentence.
6 coetus (com + ēō, "go"): "meeting." Meetings were held (factōs esse) for the purpose of stirring up sedition.
7 et sqq. The indirect discourse dependent on dicit in the preceding sentence continues.
11 (ēōs) turbantēs. ōtium: "ease, peace, idleness."
12-13 turbasse, quiesse: turbavisse, quiesisse.
13 erit: the subject of erit is the infinitive phrase which precedes it. quiescō -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 Verginius ubi nihil auxilli usquam vīdit, "Prīmum," inquit, "Appī, ignōscē (= veniam ignōscō -ere dā) patriō dolorī, sī quō durius tibi maledīxī; deinde patiāre mē hic, cōram virgine, nūtrīcem rō- 5 gāre, quid hoc reī sit, ut, sī falsō pater dictus sum, placidiōre hinc animō disoēdam."

Appius, "ignōscō," inquit, "patriō dolorī. Rogā cōram virgine nūtrīcem."


Clāmōre ad tam atrōx facinus ortō excitus, Appius comprehendī Verginiūm iubet. Quācumque ille ibat, (Verginius) ferrō viam facere, dōnec, multi-

the free will of, voluntarily." sua sponte: "of his own accord, of itself."

1 nihil auxilli: 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 fīgō -ere fīxī fīxum: "fix, affix, trans-
14 fīx." 14 dēvoveō: this word can mean either, "to consecrate," or "to execute," or "to devote," or "to curse."

16 quācumque: "wherever"; confer quā. 17 facere: historical infinitive. 17 et seq. He had protection also (stiam) from the crowd that attended him (as well as ferrō).
tūdine etiam prōsequentium tuente, ad portam per-
rēxit. Icilius Numitūriusque corpus puellae 
transfixae sublātum ostentant populō. Sceles 
sceles -eris 
Appī flent, puellae infālicem formam caedomque,
5 necessitātem patris dōplōrant. Sequentēs clamī-
tant mātrōnae: eamne liberōrum prōcreandōrum con-
dicīōnem esse? Eane pudicoitiae (pudōris) praemia 
esse?—Et cētera quae in tālī rē mullerum dolor 
subicit. Virōrum et maximē Icīli (ut supra nār-
subicio -ere 
10 rāvī, L. Icilius tribūnicius erat, vir ācer et prō 
causa plēbis magnae virtūtis. Ea rēs Iciliō occa-
siōnem [opportūnitātem] ad repetendum libertātem

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 sceles: "wickedness, crime." 4 in-: "un-.

5-6 clamitant: from clāmitō -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 (-tō -itāre -itāvī -itā-
tum; e.g., clamito clamitāre clamitāvī clamitātum) 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 rogito, 
"keep asking," from rogo -āre, "ask"; and among fre-
quentatives which you have already had note: volito, 
"flit," from volo -āre, "fly"; iacto, "hurl," from 


6 condiciō (condiō) -ūnis: "condition, 
terms, stipulations." 7 sane: -ne asks the ques-
tion; see eamne in preceding question. 8-9 quae / 
in tāli re / mullerum dolor / subicit. 9 subiciō 
(subiciō, sub + iacio): "throw (under), subject; 
throw (from under), raise; suggest." 

vīorum, Icili: with vox tota infra. 9 et sqq. Iciliō 
and the men harped on just two subjects (tribuniciae 
potestatis and provocationis ad populum).
plēbeiam dābat) vōx tōta erat tribūniciae potestātis ac prōvocātiōnis ad populum ēreptae.


AVE ATQUE VALE, APPI CLAUDI!


Iam circā Icilium nōn tantum (sōlum) multitūdō ipsa sed duces quoque multitūdinis erant.

1 potestātis: "power." 2 ēreptae: "that had been taken away from them." 3 partim: "partly." 6-7 nunc . . . nunc postremo: "first . . . then . . . . finally." 6 resistentem: remember that an adjective or participle may be used as a noun, as here. In translating into English the noun or pronoun understood must be included. Translate, "when he resisted." arripio: "seize, snatch" (ad + rapio). 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." dūci iubet: scilicet Icilium.

† Tit.: ave atque vale: "Hail and farewell." † mānēs: masculine plural, "shades, spirits of the dead."
Duoës erant L. Valerius et M. Horâtius, qui repellô -ere repellô -ere
sô lîctorë aiëbant, sî iûre Appius ageret, sê vindicâtürôs esse à privâë (ô lev) Iclilium; etiam ai-
ëbant, sî vim adferre (vî utî) cònârêtur, sê ibi cônôr âri
5 quoque haud imparês (= parês) fore. "Contrâ vim,"
inquiunt, "vî resistêtur et pugnâbitur. Nôn cònâ-
tum esse vim adferre erit melius. Nôs tibi et
tuís haud imparês erimus."

Hinc certaëmen, hinc atrôx rîxa oritur. rîxa -ae
10 Valerlum Horâtiumque lîctor decemvirî invâdit;
franguntur à multitûdine fascês. In contiçonem
Appius ascendit; sequuntur Horâtius Valeriusque.
Eôs contiçon audit; adversus decemvirum clâmîtâtur.
A privâë discêdere Valerius lîctorës iubet; iubet
15 Appius lîctorës manère ad decemvirum. Nunc atrô-
cior rîxa fit. Haud paulisper rîxa stat.

1 repellô -ere repulî repulsum: "drive
3 baok, away; repel, repulse." 3 prlvâëo: as you
have already seen, Ap. Claudius' term of offloe had
expired and his refusal to stop out of ofiice was il-
legal. Valerius and Horatius therefore contended that
he was no longer a decemvir but a private citizen.
4 cônôr: "try, strive, undertake." sê: in indi-
rect discourse, the speakers, Valerius and Horatius.
5 fore: futuros esse. 6 resistetur et pugnabitur:
in translating change from the impersonal con-
struction to the personal construction: "we shall."
9 rîxa: "quarrel, strife." 11 contiçonem:
the contio may be either the assembly (of the people)
or the speech made there. 11-12 in contiçonem
ascendere: "to go up (to mount) the platform to
13 speak." 13 eos: Horatium Valeriumque. clâmì-
tâtatur: the audience drowns Claudius out with shouts,
boos, and hisses. 15 manere ad: "to remain at the
side of."
Iam lictôrês à privâtô discêdêbant, cum, frâctîs animîs, vitæ metuêns, Appius sê in domum metuô -ere propinquam forô, Ínscientibus adversârîfs, capite têctô, recipit. Decemvir (privâtus vêrô) dê suâ 5 vitâ metuit. Sp. Oppius (decemvir alius haud de-
cemvir), ut auxiliô collegae esset, in forum ex alterâ parte inrumpit. Videt imperium vi victum. inrumpô -ere "Vae victîs!" inquit, "vae decemvirîs!" Paulisper incertus est quid faciat; senâtum postrÔmô vocâri
10 iubet. Ea rês, quod âcta decemvirôrum patribus (aut certê magnae partî patrum) haud placêre vidê-

bantur, spê per senâtum finiendae potestâtis eius (et spê per occâsiônem repetendae tribûniciae potestâtis), multîtûdinem sêdâvit. Senâtus, nec sêdô -âre

2 metuo: "fear, be afraid." vitæ metuens = de sua vita metuens (vide 4-5 infra). se: ob-
ject of recipit (4 infra). 3 propinquam: cf. pro-
pe, adverb, as well as the comparative and superla-
tive: prôpior, prôximus. The house was near or neigh-
boring to the forum. 6 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)." However, translate

7 idiomatically: e.g., "to aid his colleague." 7 in-
rumpo: "break into, rush in" (in + rumpô -ere rûpîr
ruptum: "break, burst"). 11-14 The crowd natur-
ally 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 decem-
virs. 14 sêdô: cf. sêdeo and English derivative, "sedate." Translate, "calm, soothe, quiet." 14 et sequentes senatus censuit nec, etc. 14 et sequens nec . . . et = et non . . . et. The two resolutions were: (1) do not anger the plebs; (2) more important, do not stir up the milites.
Iram plebis excitandam esse, et multō magis sibi cōnsulendum nē quid in exercitu mōtus faceret adventus Vergīnīs, cēnsuit.

Itaque missī in castra, quae tum in monte Veciliō erant, iūniōres patrum nūntiant decemviris ut omni ope mūlitēs ab sēditiōne contineant. "Senātus," inquīunt, "nec plebem irritandam cēnsuit et multō magis prōvidendum nē quid Vergīnīs adventus hic mōtus faceret."

In exercitu autem Vergīnīus mōtum maiōrem, quam reliquerat in urbe, excivit. Nam praeterquam prae terquam quod conspectus est veniens cum agmine prope quadringentōrum hominum, qui, indignāte ref incōnsī, (ei) ab urbe discēdentī comitēs sē dederant, strictum etiam tēlum sparsussque ipse cruōre tōta castra in sē convertit. Quaerentibus, quid ref foret, flēns diū vocēm non mīsit; tandem, ut iam

2 consulendum (esse): impersonal. 3 cēn- seō: "give an opinion, resolve, order."
6 decemvirīs: collegīs in castra, p. 45, l. 2, supra. 6 contineant: subject, decemviri.
8-9 quid . . . mōtus (vide l. 2 supra): quid + geni- tive, instead of quem mōtum ("anything of" instead of "any").
11 quam reliquerat = quam mōtum 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 sē / 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 foret = esset.
silentium fuit, ordine cūncta (= omnia), ut gesta erant, exposuit.

Manūs deinde tendēns orābat nē, quod sec-lus Ap. Claudī esset, sibi attribuerent, neu ā

sē, ut parricidam liberum, āverterentur. Dicēbat parricīda-ae
sibi vitam filiae suā vitā cāriōrem fuisset, si sē
liberae ac pudīcæae vívere licētum fuisset; cum licet -ēre
velut servam ad stuprum rapī vidēret, sē, ratum
melius esse liberōs morte quam stuprō āmītī,

10 miserentem puellae miserae, in speciēm crudēlitā-tis lápsum esse. Nec sē superstitem filiae futurum
fuisset, nisi spem ulciscendae mortis eius in
auxilliō mīlitū habuisset. Illīs quoque enim fi-

2 expōnō: "expose; put out; set forth, ex-
plain" (ex + pōnō).
3-4 ne attribuerent quod: sc. id as antece-
dent 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—espe-
cially by the poets; e.g., deum for deorum, virum for
vīorum, superum for superum. 5-7 Contrary-to-
fact condition in indirect discourse. Note the form,
licitum fuisset. 6 sua vita: ablative of compari-
sion without quam after cariōrem. ei: suae fili-
æ. 7 licet: "it (he, she) is allowed." 7 et
acq. The indirect discourse continues to the end of
the paragraph. 7-8 cum . . . videret: scilicet
sam, id est suam filiam. 8 rapi: present passive

10 infinitive of rapere. 10 miserentem: with se.
11-13 Contrary-to-fact condition in indirect discourse
(futurum fuisset for essēm or fuisse of direct state-
ment). 11 superstes -stitis: "surviving"; a "sur-
vivor." 13 et sequens illīs quoque . . . esse:
"to them too there were" = "they too had" (dative of
possession).
liās sorōrēs coniugāsque esse, nec filiā suā mortuā
libīdinem Ap. Claudi dēpositam esse. Aliēna cala-
mitāte illīs datum esse exemplum cavendae similis
iniūriae. Quod ad sē pertineat, uxōrem sībi fātō pertineō-ōre
sēpētam, filiāe, quia nōn ultrā pudīca victūra
fuerit, sē miseram sed honestam (= plēnam honōris)
mortem dedisse; in domō suā nōn iam esse locum
libīdinī Appī. Ab aliā violentiā decemvīri, sē
eōdem animō suum corpus vindicātūrum esse, quō vin-
dicāverit (corpus) filiāe. Cēterī cavērent simi-
lem iniūriam; cēterī vindicārent corpora filiārum;
cēterī sībi ac libēris suīs uxōribusque sorōribus-
que cōnsulerent.

Haec Verginiō dicentī multitudō clamābat
sē nec illīus dolōri nec suae libertātī défutūrōs

2 alienus: "of, pertaining to another; not
related, strange, foreign." Note derivative "alien."
Cf. also, alius. 3-4 exemplum cavendae similis
iniūriae: 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 victūra fuerit, perfect subjunctive of the active
periphrastic conjugation (using future active parti-
ciple victūra): "she was not going to live" or "she
had not been going to live" = "she was not able to
live." 9 Note well: eōdem animō . . . 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 Verginiī insīus) and filiāe. 10-13 ca-
verent, vindicarent, cōnsulerent: in indirect dis-
course these forms replace the imperatives which Ver-
ginius used in direct discourse: cavēte, vindicāte,
cōnsulite. Possible translation: "let them" beware
of, etc., or perhaps, "the rest of them must guard
against," etc.
14 haec Verginiō dicentī: "to Verginius
speaking these words." Translate, "as Verginius said
(esse). Et cives, eadem illa pluraque querendō
nuntiandōque Rōmae Appium prope interfecutum in
exsilium pulsumuisse, perpulērunt ut "ad arma! pellō -ere
ad arma!" conclamāretur et mīlitēs Rōmam proficīs-
cerentur. Decemviri perturbāti perterrītique
simul īs quae vidēbant īsque quae ācta Rōmae
audierant, alius in aliam 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 pres-
pent 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 pepulī pulsum: "strike,
drive; impel, expel, repel, propel" (the latter all
derivatives of compounds of pellō). Note in the com-
pound (perpulērunt), which follows the simple use of
the verb (pulsum), that the reduplicated perfect (pe-
pullum), ut fit, does not show the reduplication in the
perfect of compounds. The pe- is not present between
the per- and -pulērunt. 4 conclamāretur: im-
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 āgo) at Rome."
7-8 alius in aliam partem castrōrum . . . discurrunt:
note particularly the idiomatic use of alius in aliam.
One decemvir ran to one part of the camp, another dec-
emvir ran to another part of the camp. The meaning of
alus in aliam is carried on in dis- of discurrunt.
See note on prefixes. alius used twice in the same
phrase usually can be translated, "one . . . . one,
another . . . . another." 8 leniter (adj.: lēnis lēnis -e
respōnsum non redditur; imperium si quis inhibē-
ret, respondētur sē et virōs et armātōs esse.

Eunt agmine ad urbem et Aventīnum Insident, hor-
hortātor tantēs plēbem ad repetendam libertātem creandōsque
5 tribūnōs plēbis, ut quisque plēbis sibi occurre-
rat. Alia vōx nūlla violenta audīta est.

Senātum Sp. Oppius habet. Senātūl placet omne lēniter agī; quippe ab ipsis sēditiōnī locum
datum esse. Mittuntur trēs légāti consularēs,
10 Sp. Tarpeius C. Iūlius P. Sulpicius, qui senātūs
verbis quaererent, cuius iussū castra déservissent, aut quid (iī) sibi vellent, qui armātī Aven-
tīnum obsēdissent, bellōque áversō ab hostibus,
patriam suam cēpissent.

-e); "softly, mildly." agentibus: dative of par-
ticiple; vide haec Verginio dicenti supra, p. 57, l. 14,
et n.

1-2 si quis inhiberet: "whenever anyone (of
the decemvirs) tried to use . . . . . . " 2 respon-
detur: the impersonal passive; vide conclamatur
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 senatūl placet: idiomatic, "it is pleasing
to the senate," = "the senate decided, decreed, re-
solved," or whatever verb is appropriate. Vide p. 40,
8 l. 5, et n. 8 ab ipsis: by the senate; more par-
ticularly, of course, by the decemvirs. 9 con-
sulares: confer tribunicii, which may mean, "former
tribunes." 10-11 qui . . . quaererent: qui-clause
of purpose; translate, "to ask." 12 senatus verbis: 12 (ii): the Latin
does not need to express this antecedent of the follow-
ing qui. Normally the word would be omitted.
Non dēfuit (id) quod respondērētur: deērat (is) qui daret respōnsum, nūllōdum certō duce nec satis audentibus singulis invidiae sē offerre. Id modo a multitūdine conclāmātum est ut L. Valerium 5 et M. Horātium ad sē mitterent: hīs sē datūros respōnsum. (L. Valerius et M. Horātius erant ducēs multitūdinis, quī, paulō ante, repulsō lictōre, si Ap. Claudius iūre ageret, vindicāre sē ā privātō Iciliūm aiebant; ā privātō lictōribus discēdendum 10 esse.)


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 Horātius. 9 lictōribus: 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" = "the lictors must depart from." Et vide supra, p. 53, 1. 14.
fīlia inulta honōrem ūllum grātum esse patitur, nec vōbīs, in perturba tā re pūblica, bonum est eōs praes esse, qui proximi invidiae sint. Si quid opus meī est, nihilō minus mē privātō ūtere." Ita decem numerō tribūnōs mīlitārēs creant.

Neque in Sabinīs quiēvit exercitus. Ibi quoque, auctōre Iciliō Numitōriōque, sēcessiō ab decemviri facta est, nōn minōre mōtū animōrum, Sicci caedis memoriā repetitā (re)novātāque, quam novō -āre quem (mōtum) nova fāma (dō virgine ad libīdinem adeō male foedāque petītā) incenderat. Icilius foedē ubi audīvit tribūnōs mīlitum in Aventīnō creatōs, priusquam irētur ad urbem, eundem numerum parī potestāte ab suīs creandum cūrat. Agmine deinde

3 qui proximi invidiae sint: Verginius might have said, qui sint personae non gratae. 4 mei: 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 Numitorioque = auctoribus Icilio Numitorioque. 7-11 Icilius and Numitorius inflamed the temper of the soldiers in this camp not only by giving them the gruesome details of the Virginia 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, revive, alter." 10 quem (mōtum): Latin, of course, does not require the word mōtum given here in parenthesis. The antecedent of quem (mōtum animōrum) can be quite readily supplied from mōtum animōrum (8). 11 foedus -a -um: "foul, horrible." foedē is the adverb. 13 irētur: 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
media urbe in Aventinum pergunt. Ibi militēs duō-
rum exercituum vigintī tribūnīs militum negotium
dedērunt ut ex suō numerō duōs creārent qui summae

Patrēs turbāti, cum senātus cōtīdiē es-
set, iūrgīs saepius tempus cōnsūmunt quam cōnsi-
liūs. Siccī caedēs et Appiāna libīdō et dēdecora
militiae decemvirīs obiciēbantur. Senātūr placē-
bat, multō tempore iūrgīs trītō, Valerium Horā-
terō -ere

10 tiumque ĭre in Aventinum. Iliī negābant sē itūrōs
aliter quam sī decemvirī dēpōnerent Insignia ma-
10 gistrātūs eius quō, annō iam ante, abīssent.

he was elected tribune of the soldiers by his own men
(ab suīs: the noun with suī -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 cum: concessive, "although." cotti-
die, "daily, every day," you have met previously in
6 the spelling, quotidie. 6 iūrgium: "quarrel, brawl,
contention." 7 Appiāna: the suffix -ānus often
makes an adjective of a proper name. 8 decemvirīs
obiciēbantur: our idiom might be, "were thrown in
their faces." 9 terō -ere trītūm: "rub,
rub off." 10 tempus terere: "to pass away the
time." 10 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 negāre means, "to say
that . . . . not, to refuse, to deny." The word
does not mean, "not to say." To illustrate: illī
negābant sē 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 negāre in mind. 11 aliter:
"otherwise." 11 aliter quām sī: "except on the
condition that."
Decemviri se non imperium deposituros ante quam perlatis legibus quarum causae creati essent aiabant.

Plbeis certior facta (per M. Duillium qui 5 tribunus plbeis fuerat) senatum iurgis saepius quam consilii tempus terere, et nihil transigere in Sacrum montem ex Aventino transit, dicente Duillio curam in animos patrum descensuram non prior quam urbem deseri videant. Milites, pro-

fecti Via Nomentana, cui tum Ficolensis nomen fuit, castra in monte Sacro posuere. Plbeis secuta exercitum, retrahente se nullo (et nemolo se retraho -ere retraxit) qui per aetatem ire posset. Prsequeuntur coniuges libere, miserabiliter rogitantes, cuinam se reliquerent in ea urbe in qua nec pudor nec libertas sacra esset; in qua sibi nec liberae nec pudicis vivere liceret.

1-2 ante quam perlatis legibus: "before the laws were enacted." -latis is the perfect passive participle of -ferre, of course.

6 transigere: present passive infinitive. The verb, from trans and ago, means, "drive through; finish, transact."

7-8 dicente Duillio: ablative absolute. Translate, "after Duillius told them that."

9 deseri: vide transigere supra. 11-12 secuta:

12 scilicet est. 12 retraho: re- + traho. traho -ere traxit: transactum: "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: leges rursum notam, p. 51, sub vocibus, "Intensives, Iteratives, etc." 15 cuinam: 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.
-64-

Cum in forō praeter paucōs seniōrum nēmō

eset, et, vocātīs certe in senātum patribus, désertum apparuissēt forum, iam plūrēs quam Horātius
ac Valerius clāmitābant: "Quid exspectābitis, pa-

5 trēs cōnscripī? Si decemvīri finem mali imperī cōnscribō

nōn faciunt, passūrī estis omnia perīre? Quod autem istud imperium est, decemvīri, quod amplexī
tenētis, quod semel obtentum perpetuō decemvirātū

semper tenēre vultis? Forō vacuō, viās domibusque

10 vacūis, tēctīs ac pariētibus īūra vāna dictūrī tēctum -ī

estis? Nōn vōs pudet maiōrem prope numerum in

forō cōnspicī (= vidērī) lictōrum vestrōrum quam

virōrum aliōrum (numerum). Quid factūrī estis sī

hostēs ad urbem veniant? Quid sī plēbs mox, ubi

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1-2 cum / in foro / praeter paucos seniōrum / nemo eset. 2 vocātīs . . . patribus: ablative absolute. certe, "certainly, surely," may also be used (as it is here) in the sense, "at least, at


7 "senators." 7 īste -a -ud (declined like īlle [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 lictors than of men."
parum secessione moveâmur, armâta veniat (factūri estis)? Vultisne imperium finire cāsū urbis? At tamen aut plēbs nōn est habenda aut habendi sunt tribūni plēbis.

Vultisne nōn plēbem habēre? Nōbis citius dēfuerint patriciī magistrātūs quam illīs plēbeī magistrātūs."

Cum haec ex omnī parte iactārentur, decemviri, cōnsēnsū victū, 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 initium -if dicēnibus quibus viderēitur et ad compōnendas rēs, decemvīros quoque ab Irā et impetū multitūdinis

1 parum (adverb): "too little, not enough"; compare parvus. Comparison: parum, minus, minimē.
1-2 (factūri estis): the Latin normally would not include factūri 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." Scilīcet nobīs, 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 initiūm: "beginning." 12-13 ad plebem 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 tuēmini nos supra (11. 8-10).
tuëri iubentur. Profecti gaudiô ingenti plëbis in gaudium -if castra accipiuntur, quippe ducës multitûdinis liberâtôrësque haud dubië et móûs initiô et exitû exitus -ûs ref. Ob haec 1is advententibus gratiæ actae;

5 Icilius prô multitûdine verba facit. Idem, cum dë condiciônibus agerëtur, potestâtem tribûniciam provocatiônemque postulâvit.

Potestâtem enim tribûniciam provocatiônem-que repetëbant (et plëbs et mîlitës), quae ante decemvirôs creatôs auxilia plëbis fuerant, et nê cui fraudî esset excisse mîlitës aut plëbem ad fraus -audis repetendam libertatëm per sëcessiônem. Dë decem- virôrum modo suppliciô atrôcia postulábant; quippe cënsëbant aequum esse sibi eôs dëdî vivôsque ignî aequus-a-um

15 cremâri.

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1 iubentur: subject, V. et H. gaudium: "joy, gladness."
2 quippe: "in as much as they were." exitus: "a going out; exit; end."
4 gratias agere: "to thank, to give thanks."
5 Idem, as here, is often translatable: "also."
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 provocatiônemque. 9-10 ante decemvirôs creatôs: the ab urbe condita 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 fraudî esset: "that it should not be held against anyone." cui: for alicui after ne. fraus: "fraud; loss, injury." cui fraudi: double dat. esset: the subject of esset is excisse . . . scessionem. alicui fraudi esse: "to hurt, harm, cause a loss to anyone." 12 de: with suppliciô. 13 modo: adverb. Note that the final o is short. 14 aequus: "equal, level, fair, just." eos: decem-
Lēgāti ad ea: "Nunc lībertātem repetī satis est. Nunc potestātem tribūniciam prōvocātiōnemque repetī satis est."

Permittentibus cūntīs ut facerent ut vel- cūntus-a-um
5 lent, lēgāti dīcunt sē, rēbus perfectīs (factīs),
mox rediturōs esse. Prefectī cum lēgāti ea patri-
bus exposuissent, alī decemvīri, quando quidem,
praeter spem, ipsōrum supplicīī suī nūlla mentīō
fieret, haud quidquam negāvere. Appius, "Videō,
10 inquit, "certāmen adversus nōs differrī dōnec arma
adversāriīs trādantur. Sanguis invidīae dandus
est. Nihil nē ego quidem moror quō minus decem-
virātū abeam."

Senātūs cōnsultum factum est ut decemvīri cōnsultum -I
15 prīmō quōque tempore magistrātū abīrent, ut Q. Fū-
rius, Pontifex Maximus, tribūnōs plēbis creāret,
et nē cui fraudī esset sēcessiō mīlitum plēbisque.
His senātūs cōnsultīs perfectīs (factīs), dīmissō senātū, decemvīrī prōdeunt in cōntiōnem abdicant-que sē magistrātū ingenti hominum gaudīō.

Nūntiantur hae plēbī. Omnēs Rōmam profi-
5 ciscuntur. Armātī mīlitēs per urbem silentiō in
Aventīnum perveniant. Ibi, Pontificēs Maximō commodia habentes, tribūnōs plēbis creāverunt, omnium prīmum L. Vergīnium, inde L. Icilium et P. Numi-
tōrium, avum Vergīniae, auctōrēs sēcessiōnis, tum

10 C. Sicinium, filium eius, quem prīmum in Sacrō
monte tribūnēm plēbis creatūm scribitur, et M. Du-
illium, qui tribūnātum Insignem ante decemvīrōs
creātōs gesserat nec in decemvirīlibus certāmini-
bus plēbī defuerat. Spē deinde magis quam meritīs meritum -f

Villius C. Oppius.

1 his ... perfectis: ablative absolute.
2 senatus consultīs: 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 sē /
magistratu / ingenti hominum gaudīō.
4 Rōmam: for ad Rōmam. 10 eius, quem:
"of that man who." quem is accusative because it is
subject of the infinitive creatum (esse) in indirect
13 discourse governed by scribitur. 13 nec: under-
stand 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 sécessiō ab decemvirīs facta, ut cōnsulēs cum provocātiōne creārentur. Cōnsulēs deinde creātī L. Valerius M. Horātius.

5 Cōnstitūtā et potestāte tribūnicīā et plēbis libertāte, tum (multīs diēbus post) tribūnī, iam tūtum mātūrumque esse adgredi singulōs ratī, accusātōrem prīsum Verginium et Appium prīsum reum reus -ī legunt. Cum diem Appiō Verginium dīxisset et Appi-us, patriciīs iuvenibus sequentibus, in forum dēscendisset, memoria foedissimae potestātis omnibus statim renovāta est, cum ipsum satellītēsque eius vidissent.

Tum Verginium, "Ōrātiō," inquit, "rēbus 15 dubīs inventa est. Itaque neque ego tempus teram

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1 tribunatu inito, placuit: scilicet tribunis. 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 (Duillius 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 adgradior, iā est, ad + gradior gradī, gressus sum ("step, walk"), which you have had before in compound verbs, such as progressīor, "go forth, advance." 8 reus: "defendant." 9 legunt (legō -ere légī 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 crūdēlitāte vōsmet
ipsī armīs vindīcāstīs, nec istum ad cētera scelec-
re impudentiam (in dēfendendō sē) adīcere patiār. adiciō -ere
5 alīa per biennium pessimē foedissimēque es ausus,
grātiam faciō. Unius tantum crīminīs nisi iūdicem crīmen -inis
dīcēs, tē ab libertātē in servitūtem contrā lēgēs
vindiciās non dedisse, in vincula tē dūci iubēbō."

Nec in tribūniciō auxiliō nec in iūdiciō
10 populī Appius ūllam spem habēbat; tamen et tribū-
nōs appellāvīt et, nūllō morante arreptus ā līc-

1 accusando: gerund (verbal noun) in the ab-
lative as is dēfendendō (1. 3 infra). vosmet:
vōs is accusative, object of vindicāstīs; -met (inten-
sive particle added to pronouns) does not affect the
meaning of vos except to make it more emphatic.
2 vindica(vī)stīs: "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." istum: remember that this
3 word may denote contempt. 3 adiciō (ad + iascio):
"throw to, cast, add." 4-6 omnium tībi grātiam
faciō: "I grant you pardon for all your misdeeds" (mis-
deeds may be understood from the adverbs pessimē foed-
simēque). 4 quae: antecedent omnium.
4-5 alīa super alīa: "one on top of another, one af-
6 ter another." 6 unius tantum crīminīs: "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 iūdicem 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 referee, "(to prove that)." 7 et
seg. 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 appellāvīt is used of
the appeal to the tribunes (here), while provocō, as
usual, means an appeal to the people.
tore, "Prôvocô," inquit. Audita vox, ûna arx libertâtis tuendae, missa ex eo õre quô vindiciae nûper ab libertâte in servitûtem contra lôgês dic- nûper tae erant, silentium fêcit.


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 nûper: "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 egeô: "care for, tend, manage." 8 superbia: 11 "pride" (often in a bad sense). 11 iûra: "rights." 13 etsi: "although; yet, and yet." 16 egeô: "want, be in need, be without."
servitūtem dixisset, qui ab libertāte contra lēgēs vindiciās dedisset.

Interea, inter cōntiōnis murmūr, vox ipsius Appī, implōrantis fidem populī Rōmānī, audiēbātur. Maiōrum merīta in rem pūblicam domī militiaeque memorābat. Sua merīta suumque infīlix ergā plēbem Rōmānam studium commemorābat.

Plūra commemorābat et tum dīcēbat: in praesentia, commūnī iūre cīvitātis, sē cīvem Rō-}

mānum, dī dīctā, postulāre ut dīcere liceat; sē postulāre ut iūdicium populī Rōmānī experīrī liceat. Nōn ita sē invidiam pertimuisse ut in ae-}

quitāte cīvium suōrum nihil speī hābeat. Quod sī, indīctā causā, in vincla dūcātur, iterum sē tribū-}

15 nóū plōbis appellāre, et sē monēre nē imitentur

3 inter: "amid." 4 fidem: "aid."
5 maiorum (for maiorum natu): "ancestors, fore-

fathers." Cf. magnō natu, "of great age"; and maiores (natu), "older." merīta: "services." 6 infīlix: in-,

"not," and felix, "lucky, happy." The word modifies studium. Note the prepositional phrase placed between an adjective and its noun. 7 studium: "zeal, devotion to." After commemorābat, Livy adds, quo aequendarum legum cause cum maxima offen-
seniō patrum consulatu abisset, "because of which, for the sake of making the laws equal (for all), although he thereby gave the greatest offense to the patricians, he sacrificed his consulship." Vide pp. 20-

25 supra: Cognoscite Appium Claudium.
8-9 in praesentia = in praesenti tempore, in praesens tempus. 10 die dictā: id est, charges have been preferred against him, an accusation has been made. 11 experīrī: "try, test, prove, experience." 12 pertimuisse: per-,

"exceedingly, very much," and timere. 13 quod sī: "but if," 14 indīcta: in-,

"not." The word frequently refers to lack of a trial.
quōs ōderint; iterum sē prōvocāre ad populum, impōrēre lēgēs (et cōnsulārēs et tribūniciās) dē prōvocātiōne, eō ipsō annō lātās. Quem enim prōvocātūrum esse, si sibi, indictā causā, nōn liceat? Cui plēbēiō et humilī praesidium in lēgibus fore, si Ap. Claudiō nōn sit?

Contrā ea Vergīnius ūnum tantum Ap. Claudiōm (scelerum inventōrem) lēgum expertem esse expers -rtis aiebat: hominēs respicerent tribūnāl, locum om-10 nium scelerum, ubi decemvir ille perpetuus, ubi scelerum inventor iste, bonīs, tergō, sanguinis civium Infestus, virgās secūrēsque omnibus parāns Infestus mināsque iaciēns, iam ā caedibus animō ad libidin- nem versō, virginem, suam (= ipsius Vergīni) fl-

l5 liam, puellam ingenuam, adultam, fōrmā excellen- ingenuus

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3 latas: "carried, enacted." ferre legem:
5 "to propose a law." humilis: "low, humble, close to the ground" (humus -ī, "ground, earth"). humus 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 it which Verginius used in direct discourse.
īste expresses contempt; i.e., "that," spoken contem­ptuously. bonis: "goods," refers to one's estate or personal fortune. Like tergo and sanguinis it is a dative with the adjective infestus (-ā -ūm), "hostile, ready for battle; dangerous." 13-14 ani-mo . . . verso: ablative absolute. 15 ingenuus -ā -ūm: "free-born, noble; native."
tem, virō mātūram, amīcō dōnō dederit; ubi hanc
virginem ingenuam in oculīs populī Rōmānī, velut
bellō captam, ab complexū (aut amplexū) patris
abreptam (raptam), ministīō cubiculī sui amīcō
dōnō dederit; ubi crūdēlī dēcrētō dextram patris
in filiam armāverit; ubi virginis spōnsum avumque,
tollentīs eius corpus mortuum aut prope mortuum,
in carcerem dūcē iussērit, stuprō prohibīō magis
carcer -ēris quam caede mōtus.

10 Vergīnius ūnum Ap. Claudium et lēgum ex-
pertem et cīvilium et hūmānōrum iūrum esse rūrsus
aiēbat:Et illī (= illī etiam; id est, nōn tantum
plēbī sed Ap. Claudiō quoque) carcerem aedificātum
aedificō-āre esse quod "domicilium plēbis Rōmānae"
vocāre sit

15 solitus (Ap. Claudius). Ut ille iterum ac saepius
prōvocet, sic sē iterum ac saepius iūdicem illī

1 amīcō donō: double dative, "as a gift to
his friend." dederit: the subject appeared ear-
lier at the beginning of the ubī-clause: decemvir
(inventor), id est Ap. Claudius. ubī: all the
ubī's in this sentence refer back to respicerent tri-
bunal, locum omnium scelerum. complexus: "em-
brace" (= amplexus). dextram = dextram manum,
as often. eius: id est virginis. carcer: "prison." stupro prohibīō: again the ab urbe
condita construction with the main idea in the parti-
ciple, which needs therefore to be translated as a
noun, "by the thwarting of his plans" (freely trans-
lated).

11 iūrum: this genitive, like legum, is de-
pendent on expertem. aedificō: "build, erect"
(from aedes, "a building," + facio; cf. the English
derivative "edifice"). 15-16 ut . . . sic: "al-
though . . . . yet." se: Verginium. iūdi-
cem . . . (1. seq.) ferre: confer supra p. 70, 11, 6-7

Tribūnus eī diem prōdīxit (dīxit). Priusquam prōdicta diēs adēsset, Appius manūs sibi intulit (Appius sē necāvit).


(et n.), iūdicem dīce, "name a judge." In this earlier passage, "you" refers to Ap. Claudius, the defendant, and iūdicem dīcere is the correct legal idiom. In the present passage the accuser or prosecutor "proposes" a judge or referee, and ferre iūdicem 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 publico: "make public, confiscate."
Et M. Claudius, adsertor Verginiae, minister Appii cubiculi, die dicta, condemnatus, ipsō remittente Verginiō ultimam poenam, dimissus, in exsilium abiit, mānesque Verginiae, fāliciōris mortuae quam vivae (ut fit), per tot domōs vagāti vagor ärō ad petendās poenas tandem quievērunt. Mānes filiae Verginiō, gravissimō suppliciō dē omnibus sōns sōntis tibus sūmpō, tot sōntibus tot patribus suppliciō pūnitīs (nūllō vērō sōnte relictō), tandem quievērunt.

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. Addit scele-

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 1. 8 infra). vagor: "wander, wander about." 7 sōns: "guilty." 12 interimō: "kill, destroy" (inter + emo, "take"). As a simple verb, emo usually means "buy";
tris filiae, Rēae Silviae, per speciem honōris, cum Vestālem eam légisset, perpetuā virginitāte spem liberum adimit. 

Sed dēbēbatur, ut crēdō, fātīs tanta urbs 5 condenda. Fātīs quidem dēbēbatur, crēdō, tantae origō urbis (initium Rōmae), maximique imperii prīncipium secundum deōrum opes. Stuprāta Vestālis, cum duōs filīös ēdidisset, sive ita rata, sive quia deus auctor culpae honestior erat, Mār- honestus 10 tem incertōrum filiōrum patrem dicit.

Sed nec dei nec hominēs aut ipsam aut liberaō ā crudōlītāte rēgiā vindicant. Sacerdōs in vincula et in carcerem dūcitur; puerōs in fluentem aquam (in flūmen Tiberīnum) mitti iubet. Forte 15 Tiberis ad id temporis super rīpas difluēbat.

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

in compounds it retains its literal meaning "take." 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." 3 liberum = liberorum. adimo: "take away" (ad + emo, "take").
V. n. supra (p. 76, l. 12).
7 ops, opis: in the plural, "might, power."
The word may also mean, "help, resources, forces."
9 honestus -a -um: "honorable, beautiful, distinguished," but not necessarily honest.
12 regia: = regis. Distinguish between its use as an adjective (as here), "royal," and its use as a noun, regia -ae, "palace." "sacerdos -dotis: "priestess," here, rather than "priest," as you have met it before. 16 amnis: "stream, river," et cetera.
ferentibus dabatur Infantēs aquā haud fluentī mer-
gī posse. Ita, velut dēfūnctī rēgis imperiō (ve-
lut iussa rēgia facientēs), in proximā aquā (in
aquā haud fluentī) fīliōs Rēae Silviae (nepōtēs
Numitōris) alveō expōnunt.

Vāstae tum in hīs locīs sōlītūdinēs erant.

Tenet fāma, cum aqua alveum, quō expositī erant
puerī, in siccō dēposuisset, lupam ex montibus qui
circā sunt ad puerōrum lacrimās et clāmōrem cursum
flexisse; eam (īd est lupam) Infantibus lac prae-
buisse; magistrum rēgī pecoris lupam linguā lam-
pecus -oris
bentem puerōs invēnisse. Faustulō fuisse nōmen
ferunt. Ab eō Lārentiae uxōrī līberōs ēducandōs
datōs esse. Sunt qui putent Lārentiam corpore
commūnī et pūblicō lupam inter pāstōrēs vocātam:
inde locum fābulae ac mīrāculō datum. Crēdisne
lupam ex montibus ad līberōs cursum flexisse? An
crēdis magis lupam ex pāstōrum domibus venientem
Infantibus mammās praebuisse?

2 dēfungor -fungī -fūnctus sum: "perform,
finish." fungor and its compounds are usually fol-
lowed by the ablative instead of the accusative.
5 alveus: "a hollow," anything shaped like a hollow:
"trough, boat," etc.
7 tenet fāma: followed by indirect discourse.
8 lupa, "a she-wolf," may also mean, "prostitute"
(compare "bitch").
10 flexisse: fleōto -ere. You
have met the phrase, flexis genibus. lac lactis,
neuter: the she-wolf gave them suck.
13 "cattle, herd, flock"; cf. grex.
15 lupam . . . vocātam: what is the other meaning of
lupa?
Ita geniti itaque educati, cum primum adul-
lescentes fusurunt, robore corporibus animisque rôbur -oris
sumptō, iam nōn feras tantum petere sed quoque,
greges iuvenum (pāstōrum) in diēs crescente, in
5 læstrōnes, praedā gravis, impetus facere pāstori-
busque rapta dividere. Diē quōdam Rōmulum Remum-
que in īnsidiās incidisse ferunt; læstrōnes īs ob
Īram praedae āmissae īnsidiātōs esse; cum Rōmulus
ēgregē ví contra vim sé dēfendisset, īrātōs læ-
10 trōnes Remum resistēntem pugnāntemque per īnsidiās
cēpisse; iuvenēs quōdam fortissimōs (pāstōrēs)
āmissōs; petentēs poenās, īnsidiātōrēs (læstrōnes
ob praedam āmissam īrātōs) Remum captum rēgī Amū-
liō trādīdisse ad supplicium sūmendum.

15 Crīmini læstrōnes maximē dabant in Numitoris
dēs agrōs finitimōs ab īs impetūs fierī; inde finitimus
ēōs, collectā iuvenum manū, in modum hostilem
praedās agere. Sic Numitorī ad supplicium Remus

1 geniti: gigno -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 . . . crescente: abl. abs. in diēs: "daily."
8 praedae āmissae: 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.

15 crīmini . . . maxime dabant: "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, nūllō sciente, trāditur.

Iam inde ab initiō Faustulō (magistrō rē-gil gregis quī lupam linguā lambentem puerōs in-
vēnerat) spēs fuerat rēgiam stirpem apud sē ēdu-
scārī. Nam Infantēs iussū rēgis expositōs sciēbat.
Sciēbat et tempus quō liberi expositī esset et
tempus quō ipse eōs sustulisset. Haec eōdem tem-
pore facta esse sciēbat. Sed rem inmātūram nisi
10 aut per occāsionem aut per necessitātem aperīre
nōluerat. Necessitās prior venit; ita metū āctus
Rōmulō rem Faustulum aperīt.

Fortē et Numitōrī, cum Remum habēret (nam
Numitōrī ad supplicium Remus dēditur), et cum
15 audīsse geminis esse frātres, memoria nepōtūm
animum tetigerat. Rogitandōque eōdem pervēnit,
ut haud procul esset quin Remum cognōseret. Ita
undique rēgī dolus parātur.

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3 inde ab initiō: "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 (occasīonem) 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 anīmum teti-
gerat. 15 geminīs: "twin." 16 tetigerat:
tangō -ere. eōdem: "the same conclusion."
17 quin: you will find it necessary to translate this
word in many different ways. Often quin plus a finite
verb may be translated as "without" or "from" with a
participle. Here, "he was not far from recognizing" =

Numitor, rêge interêmptô, statim vocâtô conciliô, scelera in sê frâtris ostendit. Orî­gî­nem nepôtum, ut genitî, ut âducâtî, ut cognîtî 15 essent, caedem deinde rêgis sêque eius auctôrem nûntiâvit. Inde rêx 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 alîîs alîî: 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: des. 9 vínció -Ire vínxi víctum: "bind, fetter." Distinguish between this verb and the two other verbs, (1) víncó -ere víctus, "to conquer," and (2) vívó (the verb meaning "to live," used in the title of this selection) -ere víxî víctus. Note the long i in the last form and compare that with vîctus (short i), the perfect passive participle of the preceding verb, víncó.
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 Numitōrī Albānā rē permissā, Rōmulum Remumque cupidō cēpit urbīs condenda in īs locīs cupidō -inis ubi expositī ubique ēducātī erant. Et maxima erat multitūdō Albānōrum Latīnōrumque; ad īd pāstōrēs quoque accesserant (haud parve erat pāstōrum quo- accēdō -ere que multitūdō). Qui omnēs, pāstōrēs et Albānī Latīnīque, spem facile fēcerant parvam Albam, parvum Lāvīnium fore prae eā urbe quae conderētur.

Intervēnīt deinde īs cōgitātiōnibus cōn- 10 silīsque avī malum, rēgnī cupidō, atque inde foed- dum certāmen, ortum ā satis mitī prīncipiō. Cum mitis -e

2 cupidō: "desire, love." 3 et = stiam. maxima: remember that in addition to "most" and "-est," the superlative may be translated, "very." 5 accedere: "to be added"; lit., "to come to, approach," ad + cedere. 6 quī: remember to translate this word not as a relative but as a demonstrative at the beginning of a sentence: "and these." 7 spem . . . fēcerant: followed by indirect discourse. 10 malum: translate, "curse." 11 mitis: "mild."
gemini essent et ipsorum eadem esset aetâs, ut dif augurifis legerent, quif nomen novae urbif daret, quif urbem conditam imperio regeret, Palatinum Rômulus, Remus Aventinum templad ad auguria captanda legunt. 5 Priôri Remô augurium venisse furtur, sex avês (Rômulô nihil venisse dicitur). Iamque nûntiâtô auguriô, cum duplex numerus (duodecim avês) Rômulô sê ostendisset, utrumque rãgem sua multitûdô salûtaverat. Illî, tempore praecceptô (Remô priôri
10 augurium vênérat), rêgnem et mûrôs novôs trahêbant, at hi numerô avium (Rômulô duplex numerus sê ostenderat) novôs mûrôs et rêgnem petêbant. (Aliquô locô apud deôs clârâ vôce diû ridêbâtur.)

Excitâta multitûdô, excitâta turba erat turba -ae
15 certâmenque Instâre vidêbâtur. Neo ultrâ vôcês proçessum est cum Remus diceret, si Rômulus vim adferre cônâretur, sê ibi haud imparem fore. "Non cônâtum esse," inquit, "vi ûti, erit melius. Nôs tibi et tuîs haud imparês erimus." Hinc certâmen,

1 dii = dei. 3-4 Romulus chose the Palatine Hill, Remus the Aventine, as consecrated 9 places (templa) for taking the auguries. 9 illi: nominative plural, vide hi infra (1. 1l). tempore praeccepto: on the score of priority. 10 mûrus: "wall"; compare paries. 10-11 trahebant: the conative imperfect (cf. Latin, conâri), virtually = "claim," here.
14 turba: "disturbance; (disorderly) crowd, 15 mob." 15 Instare: English idiom might perhaps use "to be imminent" here.
hinc atrōx rīxa oritur; certāmine īrārum 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 trānsiluiisset mūrōs. Inde cum Remus trānsiliō
mūrōs trānsiluiisset et cum Rōmulus, verbīs quoque
īnsequēns, adiēcisset, "sic deinde, quicumque
alia trānsiliēt moenia mea," ab īrātō Rōmulō,
moenia -ium
10 prōcēdentī ultrā vōcōs, Remum interfectum esse.

Ita ortum ā satis mīti principiō, certāmen malum
cōnsilīs urbis condendae intervēnlt. Vōx tamen
secūta ex omnī 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 contemptīs: from contemno.
6 trānsiliō -īre: trāns-
+saliō -īre salui 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-
pare murus.
10 interfectum esse: the indirect
discourse is still dependent on vulgātior fāma est
(1. 4 supra). 14 potītus: "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
Palatium primum, in quo ipse (et frater geminus Remus) erat educatus, muniit. Vocata ad munio -ire concilium multitudine, iura dedit. Crescavit interea urbs ad petendos alia atque alia loca moenibus, cum in spem magis futurae multitudinis--iam Romulum cupidum cæperat asylif aperiendi--quam ad id hominum quod tum erat muniri. Deinde, ne urbis magnitudinem vaca esset, adiciendae multitudinis causæ, vetere consilio contentium urbes, qui, conciendo (concendo, exciendo) ad se multitudinem obscuram atque humilem, natam e terræ sibi prœlem falsœ (haud verum dicentœ) muniabant, locum qui nunc ascendentibus inter duos lucos est, asylum aperit. Lucus -i

Eo fugit ex finitimis populis turba omnis, liber et servus, cupida novarum rerum, idque primum roboris ad coeptam magnitudinem fuit. Consilium deinde viribus parat. Centum creavit senatô-

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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 . . . . . . . " lucus: "(sacred) grove." What is the point of the phrase, lucus 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 res Rōmāna erat, Palātiō mūnis validus
tō, cum sō turba omnis ex fīnitimīs populīs fugīs-
set, iūribusque datīs, cum iam vīrīum haud paenī-
tēret, cōnsilīō vīribus parātō; sed reī Rōmānae
Rōmānīsque pēnūria tamen erat. Haud cībī pēnūria pēnūria -ae
erat Rōmānis, haud sapientiūm cīvīum bonōrumque,
sed fēminārum līberōrumque. Cīvitātēs fīnitimae
īs nōn deērant. Nōn tamen erant iīs cum fīnitimae

1-2 Why might it have been impossible to
appoint more than one hundred patres? 3 appella-
ti: sc. sunt. patricius -a -um: "patrician,
noble," adj. and noun. Understand appellati (sunt) with both clauses.
4 validus -a -um: "strong, powerful; well."
8 penuria: "want, need, penury." 11 non . . .
erant iīs: remember to reverse these expressions con-
taining a dative of possession whenever it is neces-
sary to do so for the sake of idiomatic English.
"There were not to them" = "They did not have."
-37-

mis civitātibus coniugia. Ne connubium quidem 
Rōmānis cum finitimis erat.

Rōma, ut cēterae urbes multae quoque, ex
infimō nāta erat. Urbs tamen, dīs iuventas,
5 sibi magnum nōmen facēbat. Nōn deērat quod hos-
tibus respondērētur nec qui daret respōnsum (id 
est Rōmulus). Iam Rōmānī, iam rēs Rōmāna adeō 
erat valida ut cuilibet finitimārum civitātum 
quilibet bellō pār esset. Urbs facile prīnceps erat.

10 Rōmānī fortēs erant et fortēs fortūna iuva. Sed 
pēnūriā mulierum liberōrumque hominis aṣtātem 
dūrātūra (id est stātūra aut mānsūra) magnitūdō 
erat, quippe quibus nec domī spēs prōlis nec cum 
finitimīs connūbia essent.

15 Cum ad Rōmulum novus honōs offerrētur,
"Meliōribus rēbus mēs vestrisque," inquit, "reser-
vāte vestra iūdicia dē mē. Fēmina est malum sed 
malum necessārium. Opus est mulierum. Fēmineae 
quaerendae sunt."

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

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 aṣtātem: accusative of extent or duration of time.
12 dūro: "make" or "become hard" or "dry." Figure 
out the meaning of the word in this passage from the 
[quif 
parenthesis that follows it. 13 quippe quibus: 
quippe 
quippe qui = "since he" (inasmuch as being one who); 
quippe quibus: "since to them (there were)" = "since 
they (had)," and should be so translated.
Tum ex consilio patrum Rōmulus légátōs circā vicīnas gentēs mīsit, qui connūbium novō populō peterent: urbēs quoque, ut cētera, ex Ín-
fimō nāscī; dein (= deinde), quās (urbēs) sua vir-
tūs ac dī iuvent, magnēs opēs sībi magnumque nōmen facere; satis scīre originī Rōmānæ et deōs adfuis-
se et nōn dēfutūram virtūtem; nē dubitārēnt homi-
nēs cum hominis sanguinem ac genus miscēre; eum bis dare quī cito det. Hae verba légāti prō bonō 10 públicō dīcebant.

Nusquam amīcē (aut benignē) légātiō audita est; adeō mortālēs simul spernēbant, simul sībi ac posterīs suīs metuēbant tantam mōlem in mediō crēs- mōlēs -is centem. Légāti dimissī à quibusdam rogitantibus 15 fēminīs quoque aśylum aperuissent, quīd tandem fēminīs quoque aśylum nōn aperuissent; id enim dē- dēmm

2 vicīnus: "neighboring." 2-3 quī ... peterent: the clause expresses purpose, "to seek."
3 What is the antecedent of quī? 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; infinitive and subject accusative are just as effecti
ve in Latin as quotation marks are in English.
7 nē dubitārēnt (indirect discourse) = nōli dubitāre (direct discourse). non dubito quīn misceam = non dubi-
to misceam = "I do not hesitate to mingle." non dubi-
to quīn māy, of course, mean, "I do not doubt that."
9 cīto: adverb of citus, "quick."
13 mōles: a "mass" of anything, literally and figuratively; e.g., "heap, mass of men, might, power,"
15 demum: "at length, indeed"; sometimes the "indeed" is very emphatic, as here. 16 demum: "that and that alone."
mum pär coniûbium fore. Irâtus Rômulus; patrês turbâtì; excitâta multitüdô.


Cui ut tempus locumque daret Rômulus, dis-simulâns sê rem aegrê ferre, lûdôs Neptûnô parat lûdus -î (id est ad Neptûni honôrem aut honôris dei causâ). Nûntiârî deinde finitimîs spectâculum iubet, quan-tisque opibus tum poterent, celebrârî, ut rem clâ-ram exspectâtamque facerent. Invîtâti multi mor- 15 ûtëmur. Invítô âre tâlës convênere, studiô etiam videndae novae ur-bis, maximë proximî quîque; etiam Sabînôrum omnis

4 aegrê: "vix, painfully, unwillingly, with difficulty." aegrê 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 lûdus: "game, sport." 16 invîtô: "invite, entice." 18 proximî quiqûe: quisque is used idiomatically in a number of different ways, most of which you have already had. Note maxime: suum quisque, "to each his own"; optimus quisque: "all the best"; primus quisque: "the first possible," but decimus quisque, "one in ten." Quisque often takes a plural verb.
multitūdō cum līberīs ac coniugibus vēnit. Invītātī hospitālīter per domōs, cum moenia et frequēns quentem tēctīs urbem vidissent, mirantur 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 rapiendās virginēs discurrīt. Magna pars forte raptæ, in quem quaeque inciderat. Hominēs

10 ex plēbe, quibus datum negotiōm erat, quāsdam vir-ginēs fōrmā excellentēs, prīmōribus patrum dēstī-nātās, domōs (patrum hōrum) (dē)ferēbant. Maestī maestus-a-um parentēs virginūm, turbātīs per metum lūdīs (et fīnītō quidam per vim spectāculō), fugiunt, dīcen-

15 tēs rem rūrusus rūrususque violātī hospitīlī scelus, invocantēsque in vicem deum (Neptūnum), cūius ad vicis
lūdōs, per fās ac fīdem (ruptam) déceptī, vēnissent.

Nec raptīs virgīnibus aut spēs dē sē est melior aut indignātiō est minor. Nec Īrae moliō -īre
untur. Virgīnēs quoque in vīces violāti hospitī
sclēs accusānt Neptūnumque invocānt. Sed ipse Rōmulus circumībat, docēbatque id patrum superstīa
factum, quī connubium fīnitimīs negāssent: illās
tamen (puellās raptās) in mātrimōniō fore; illās in societāte fortūnārum omnium cīvitātisque, et societās-ātis
quō nihil cárius hūmānō generī sit, liberum fore;
mollirent modo irās et (eīs), quibus fors corpora
dedisset, darent animōs. Saepe ex iniūriā grātiam
post ortam, eōque illās melīoribus virīs ūsūrās
esse, quod prō sē quisque nīsūrus sit ut quam nitor nitī

4 mollio: "make soft, mild." 8 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 mollirent (indirect discourse) = mollītē, impera-
14 post: adverb, not preposition. eo: "on this
account." usuras: "enjoy?" 14 et sqq. The
Sabine women would have or enjoy finer husbands be-
cause 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. 16 nitor nīti nīsus or nīxus sum: "rest"
or "lean on; strive, endeavor."
optimus maritus sit utque, cum suam vicem ut maritus exploverit, parentium etiam patriaeque expleat desiderium.

His verbis dictis, iam spes de se raptis 5 melior et indignatiō est minor. Molliunt Irās.
Quaedam raptae iuvenibus Rōmānis dare animōs cupiunt. Accēdēbant dulcia verba virōrum Rōmānorum. dulcis -e

"O crudēlis adhuc! O Veneris mūneribus potēns! Ille mihi pār deō esse et, sī fās est,
-93-

deōs superāre vidētur, qui adversus sedēns tē
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 càrō corpore
abesse volunt. Numquam fōmina alia mē uret. Nūl-
10 la mulier sē tantum amatam esse dicere poterit,
quantum ā mē amābere. Nūlla fidēs tanta ūllō foe-
dere umquam erit, quanta in amōre tuō ex parte meā
reperiētur.

2 fīlia pulchrior: exempli gratia, this is
vocative case. 3 carpō -ere carpāl carpūm:
"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 -ris are interchange-
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." It
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 ocula mille, deinde centum. Da mihi milia multa." Haec dulcia verba pluraque iuvenes Romani dicebant, quae maxime ad muliebre muliebris -e ingenium felicès precès 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 Sabiniis ortum est, idque multo maximum fuit; nihil enim per Irnam aut cupiditatem actum est, nec ostenderunt bel-lum prius quam gerere coeperunt. Consiliò etiam additus dolus.

4 muliebris: "womanly, feminine; effeminate, womanish."
TIT. perfidia: "perfidy, treachery."
7-8 The Sabines were cool customers. They made their plans coolly, hid their preparations from the Romans so as not to forewarn them, and made a surprise attack.
I. Perfida Tarpeia: Arma Perfida


Additur fabula (quod vulgō Sabinō aurea ornamenta magnī ponderis bracchīō laevō gemmāsque magnā speciē habuerint) eam, virginem corruptam, pepigisse ut Sabinī, scelerum inventōrēs, ipsī pangō (filiae Sp. Tarpeīl) darent quod in manibus sinister

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1. perfidus -a -um: "faithless, perfidious."
2. corrumpō: "destroy, spoil, corrupt."
3. 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.
4. sacris: "for a sacrifice." 5-6 They crushed her body by piling all their arms on top of her.
5. petitum: supine in the accusative (of peto), "to seek," as usual after a verb of motion (ierat).
6. potius: "rather, more, preferably."
7. dolo: one dolo is dative, the other is part of an abl. abs.
8. prodō (pro + do, "put"): "bring forth, hand over, give up, betray." 8-9 prōdere exemplum: "to set an example."
9. 11 additur fabula; indirect discourse follows.
10. vulgo: ablative of vulgus ("the public, the mob") used as adverb, "commonly, openly."
tris habērent. Eō soûta illī prō aureīs dōnīs (prō
ōrnamentīs et gemmīs) data esse. Scūtīs oppressam
virginem interfectam. Sunt qui dīcant Tarpeiam,
fraude mōtam, ex pactō trādendī quod in sinistrīs
5 manibus esset, arma petīsse; et ipsam, visam frau-
de agere, suō pretiō interēmptam.

II. Deus Nōbiscum

Tenuēre tamen arœm (armātīs acceptīs)
Sabīnī, atque inde posterō diē, cum Rōmānus exer-
citus id campī, quod inter Palātīnum Capitōlīnum-
que collem est, complēset, nōn dēscendēbant in 
æquum (quod inter duōs collēs campī est). Nōn
10 prius dēscendērunt Sabīnī in æquum quam Rōmānī,
Irā mōtī et cupiditāte recipiendae arcis, adver-
sus subiēre.

15 Principēs utrimque pugnam ciēbant: ab
Sabinīs Mettius Curtius, ab Rōmānīs Hostius Hos-
tilius. Hic (id est Hostius) rem Rōmānam, inīquō inīquus-a-um locō, ad prīma signa, animō atque audāciā sustinēbat. Ut Hostius cecidit, inīquō locō, Curtiō Sabīnīisque resistentibus, statim Rōmāna aciēs 5 inclinātur fūsaque est ad veterem portam Palātif. inclinō -āre Rōmulus et ipse, turbā fugientium āctus, arma (gladium scūtumque) ad caelum tollēns, "Iuppiter," inquit, "tuīs avibus iussus hīc in Palātīō Rōmam condidī. Hinc arcē hostēs!" (Palātīnum collem arceō -ere 10 templum ad auguria captanda Rōmulus lēgerat, duo-decimque avēs sē ostenderant.) Arma ad caelum rūrsum tollēns Rōmulus, "Fugam siste, Iuppiter! Tuīs," inquit, "iussus sistō -ere avibus hīc urbi meae et tuae prīma fundāmenta 15 iēcī. Arcam iam meam et tuam, scelere ēmptam, proditis Rōmānīs, Sabīnī habent; inde (ab arce) hūc armātī, superātā mediā valle, tendunt; at tū,

1 inīquus (in + aequus): "unequal, uneven, unfavorable, unfair." 2 signa: signum, "signal," also means, "(military) standard (flag)," and so the word will be found used idiomatically in many military expressions; exemplī gratia, ad prima signa. 5 idiomatically, "in the thick of the fight." 5 inclīno: "bend, incline, yield." fusā: from fundō -ere, "pour (out), rout." 6 fugientium: "of (those) fleeing,"

9 arceō: "shut in; prohibit, keep away (from)." 13 sistō: reduplicated sto -are with the same perfect system. sistō is the causative of sto, "stand"; i.e., "make to stand." Also, "stand still, place, stop." 16 proditis: 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
umbem tua praesenti 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 prīmōrēs (prō)volat.
Mettius Curtius, ab Sabīnis prīnceps, ab arce
dēcucurrerat et ēgerat (ē)fūsōs Rōmānōs, quantum
15 spatium tōtō forō est. Nec procūl iam ā vetere
portā Palātī (Rōmānā aciē inclīnātā fūsāque ad hanc
portam) erat clāmitāns, "Vīcimus perfidōs hospitēs, hospes-pitis
timidōs hostēs. Iam sciunt aliud esse virginēs
timidās rapere, longē aliud cum virīs fortibus pug-
20 nāre. Vīcimus perfidōs hostēs, hospitēs inhospī-

1 deum: deorum. saltem: "at least, at all events." 3 templum: voveo (1. 6 infra).
posterīs: "those who come after"; id est, "posterity." 5 copiās: in the plural the word may mean, "supplies, troops." 6 voveō: "vow." 10 renovō: "renew, renovate." 11 restītere: restīterunt. tamquam: tam
quam. 12 ad prīmōres: ad prīma 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 clāmitātem, 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 persequuntur; et alia Rōmāna aci-
ēs, fugā statā, pugnāque renovātā, cum Sabīna aci-
ēs inclināta esset, audāciā rēgis globique ferō-
10 cissimī accēnsa, fundit Sabīnos. Mettius equō accendō -ere
territō ecidit. Immō vērō, equō murmure sequen-
tium perterritō, ab Sabīnis princeps, Rōmulō iuven-
ibusque impetum rūrsus facientibus, sē in palūdem palūs -ūdis
conīcit. Ea rēs, tantī periculō virī, etiam
15 Sabīnōs āverterat. Et ille quidem, vocantibus
suīs, favōre multōrum addītō animō, exit. Rōmānī
Sabīnique in mediā valle duōrum montium renovant
proellium. Sed rēs Rōmāna erat superior.

4 globus: "round ball, globe; mass (of peo-
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 statā: from sistō. 10 accendo: "kindle, inflame." accīnsa is nōm. fem. sing., modi-
fying alia Romana acies (ll. 7-8 supra), which is the
subject of fundīt (immediately following accīnsa).
11-12 sequentium: "of (those) following." 13 pal-
lus: "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 āverterat: from the battle.
16 suīs: "his own" men, the men of his own side.
III. Pietās

Tum Sabīnae mulierēs, crīnibus passīs, pietāte sē inter tēla volantia tulērunt. Hae fēminae, quārum ex iniūriā bellum ortum erat, scissāque veste crīnibusque passīs, muliebrī metū 5 malīs victō, ausae sunt sē inter tēla volantia interque Infestās aciēs Inferre. Mulīerēs Sabīnae (causa origōque bellī) ausae sunt, impetū fac-tō ex sinistrā parte, dirimere Infestās aciēs, dirimēre ìres, ōrantēs hinc patrēs hinc virōs (id 10 est marītōs) nē socerī generique bellum gererent. socer -erī Sabīnae pietāte amoreque muliebrem metum vicērunt et ōrāvērunt nē sē sanguine nefandō socerī generī-que spargerent. Rogāvērunt ut, foedere ictō, pācem facerent.

15 Sabīnae, "Si affīnitātīs inter vōs," in-quiunt, "si connūbī inter vōs paenitet, in nōs vertite ìrās. Nōs causa bellī sumus: nōsne viduae viduus -a-um

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1 pandō -ere pandī passum: "stretch, spread out, expand, throw open." crīnibus passīs: "with hair dishevelled." This participle is identical with that of patior patī, "suffer, permit." 3-4 scissa veste: this (as well as crīnibus passīs) is still a 8 sign of mourning among peoples today. 8 dirimo: dis + emo, "take." Also, "separate, divide, inter rupt." 10 socer: "father-in-law." gererent: 12 the subject is socerī generique. 12 nefandus -a -um (ne + fari): "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, quārum ex iniūriā bellum ortum est, parentibus virīsque interēemptīs, viduae et orbae vivēmus? Melius perībimus quam sine al- orbus -a -um vestrum vivae aut orbae vivēmus."

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

Tam laeta repente pāx ex bellō tam tristi cāriōrēs 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 * a mob. Rom rem minus aegre quam dignum erat Romu-

1 virīs: id est maritis. 4 orbus: "be- rheft, deprived of (parents or children)." Note that viduus is likely to refer to a widow, while orbus 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.

* sam rem / minus aegre / quam dignum erat / Romulum tulisse / ferunt (Romulus didn't mind too much, it was rumored).
Thus ended the divided rule and Romulus became sole and undisputed ruler of the Sabines as well as of the Romans.

Multitudini tamen gratior fuit quam patriæbus, longe ante allos acceptissimus animis militum. 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 murmurō tonitis tempestās busque, cum cōntiōnem in Campō Mārtiō habēret

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

Perterrita plēbs Rōmāna, sēdātō tandem tantō pāvōre, postquam serēna et tranquilla lūx pavor -ōris rēdit, ubi vacuam sēdem rēgiam vīdit, maestum silentium alicuamdiū obtinuit. Rōmāna plēbs militēsque, postquam tempestās nimbusque cōnspectum Rōmulī cōntiōnī ēstulērunt, sēdātō pāvōre cum

† seu . . . seu = sīve . . . sīve.
‡ haud injuriā: ablative equivalent to adverb, "not unjustly." caesium: sc. esse. credebat: Romulus. ‡ acceptissimus: fuit understood from preceding clause.
1 tempestās -ātis: "the season, the weather, bad weather, storm, tempest." 1-2 murmūr tonītrībusque: hendiadys, i.e., two ideas (crash and thunder) translatable as one idea (crash of thunder).
3 tēxit: 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."
4-5 in terrīs: idiomatically, "on earth."
7 pavor: "a trembling, quaking (fear, etc.)."
8 vidit: plēbs. 9 obtinuit: from obtinēō (ob + teneō), "hold, keep."
lūce redeuntī, sēde rēgiā vacuā, ubi nōn iam Rōmulum vidērunt, etsī satis crēdēbant patribus, qui proximī steterant, sublīmem eum raptum esse tempestāte, tamen velut metū ictī, maestum aliquamdiū silentium obtinuērunt.

Deinde sēdātō tandem metū, initiō factō ā paucīs, Rōmulum deum, deō nātum, rēgem parentemque urbīs Rōmānæ, bellō pāce prīmum et cīvium Rōmānōrum cordibus, omnēs dīcunt. Pācem precibus poscunt, ut Rōmulus volēns propitius suam prōgeniēs-ēī 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 discerpō-ere scīrent); prōdiit enim haec fāma quoque--fāma, quā nōn aliud malum ūllum celerius citiusque est. Illam alteram fāmam admirātiō amorque virī et pavor praesēns nōbilitāvit. Et cōnsiliō etiam nōbilitō-āre

2 viderunt, credēbant: the subject is Romana
3 plebs militesque (p. 102, ll. 9-10, supra). 3 sublimis: "high, lofty, on high." eum: Rōmulum. The indirect discourse is dependent on credēbant.
4 ictī: modifies plebs militesque (p. 102, ll. 9-10, supra), which is also the subject of obtinuerunt.
7 pauci: "a few." 10 volēns and propitius are virtual synonyms. progenies: "race, progeny, descendants."
15 discerptum: sc. esse. dis + carpo, "pluck." 18 Transl. "pluck to" or "tear in pieces." 18 virī: Romuli. 19 nobilitō: "make known, renowned" here: "caused . . . . to become better known, to prevail."
unius hominis, fidēs dicitur rei addita esse.
Dolō Proculī Iūliī, ut traditur, rei (illi alterī fāmae) fidēs additur.

Proculus enim Iūlius, civitāte Infestā
5 patribus (desideriō regis), gravis, ut traditur, quamvis magnae rei auctor, in cōntiōnem prōdit. quamvis
"Romulus," inquit, "Quirītēs, deus deō nātus, rēx parēnsque urbis huius, hōdiē prīmā lūce, caelō repente (de)lapsus, sē mihi obviōm dedit. 'Romu-
10 lus,' inquit, 'ego sum. Condita urbs meō nōmine appellāta. Proinde urbi magnītūdinem dēdī et, nē proinde urbis magnītūdō vāna esset, āsylum aperuī. Consi-
lium deinde viribus parāvī senātōresque centum creāvī. Inde fāminās Rōmānīs iuvenibus dēdī nec
15 fāminās āsylum aperuī. Mē rēgnante, multa immor-
tālia domī miliāiaeque gesta sunt. Proinde nunc
sublīmis abiī. Fās est mē apud deōs esse.

"'Abl, amīce mī, nūntiā Rōmānīs, caelestīs caelestīs -e
ita velle ut mea Rōma caput orbis terrārum sit.
20 Proinde rem miliārem colant, bellum potius quam

4 Proculus . . . Iulius: Proculus Iulius. Proculus Julius was a man who carried weight, no mat-
er how important a matter he was sponsoring.
6 quamvis: quam + vis, "you wish." Trans., "although,
7 however much, as much as you wish," etc. 7 Quirī-
tēs: "Roman citizens." 11 proinde: "then, there-
fore, accordingly; in like manner."
18 mī: vocative sing. of meus. caelestīs: "celestial, heavenly, divine"; plur., "the gods"
20 (def). 20 colō -ere colui cultum, "cultivate:
dwell, practise, worship," and "cherish" (as here).
pācem 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 fīdēs illī virō, nūntiantī
haec, fuerit, quamque, factā fīdē immortālitātis
eius, dēsiderium Rōmulī apūd plōbem exercitumque
mollītum sit. Mīrum quantum plōbs patribus crē-
10 diderit quamque amor Rōmulī hanc fābulum nōbili-
tāverit quamque plōbs exercitusque huic fābulae
crēdiderint.

TRIGEMINI FRATRES: HORATII CURIATIUE 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 Pufetius, the dictator of the
Albans, suggested a contest to decide which nation
should rule the other (sine magna clade, sine mul-
to sanguine utriusque populi).

This was the famous contest between the
two sets of triplet brothers (trigemini fratries),
Horatii and Curiaii. 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 duoibus tum exercitibus (id est in
utroque exercitu: Rômanô Albanôque) erant trigemi-
ni fratriès. (Bellum utrimque summâ ope paratum
erat, civili bellô simillimum, prope inter paren-
tês nâtôsque, utramque Troianiâm prôlem, cum Lâvî-
nium ab Troiã, ab Lâvîniô Alba, ab Albànorum règum
stirpe Rômanî ortî essent.) Trigemini fratriès nec
aestâte nec viribus disparès erant (id est et aestâ-
te et viribus parès erant). Horâtîôs Curiâtîôsque
10 fuisse satis cônstat, nec rôs antiqua alia est
nôbilior; tamen in rè tam clârâ, nôminum error nôbilis
manet, utrîus populi Horâtîi, utrîus Curiâtî
fuerint. Nôn satis cônstat, utrîus populi utrique
trigemini fratriès fuerint. Auctôrês utrôque tra-
15 hunt. Invenîô tamen plurês auctôrês qui Rômanôs
Horâtîôs vocent. Animus inclînât ut hôs sequar.

3 summa ope: "all-out": with every resource
at their command. 5 utramque Troianiâm prôlem: ac-
cussative in agreement with parentes nâtôsque. 8 dispar: "unequal, unlike"; cf. imper.
10 fuisse: indirect discourse depends on satis con-
stat. 11 nobilis: "noble, well-known."
Rēgēs cum trigeminīs agunt ut ferrō dīmīcēnt prō patriā suā quisque (ut prō Rōmā Horātīf dīmīcēnt ferrō, prō Albā Curiātīf): ibi imperium fore unde victōria fuerit. (Rēx Albānus in cas- unde
5 trīs iam mortuus est. Haud rēgēs dicere vult T. Līvius sed rēgem Rōmānōrum, dictātōrem Mettium Fufetium Albānōrum cum trigeminīs agere.) Nihil recūsātur (trigeminī nihil negant); tempus et recūso-āre locus convenit. Priusquam dīmicārent, foedus in-

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

Foedere iuctō trigeminī, sīcut convēnerat, arma capitūnt. Cum sub utrōque hortārentur clām-

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

1. agere cum (prep.): lit., "treat with"; here, "propose that" (ut)? dīmīcō -āre -āvi or -ū (dis-
2 + mīcō): "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 dicere vult: "means, intends." 8 recuso: "re-
fuse." 9 convenit: personal and impersonal, idio-
matic, "is agreed upon." 11 is populus: subj. of
12 imperaret. 12 alterī: populo. tum (cf.
tum): "then, at that time." cum bona pace: no "cold" wars: undisputed peace.

13 sīcut: sīq + ut. 14 sui: sē. mīlites, the men on his own side. 15 patriōs: the adjec-
tive may refer to father, ancestor, and fatherland; 16 patria -ae, as a noun: sē. terrā. 16 quicquīs quaequae 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 iuvenēs sē armant. Immō etiam armant iuvenēs amīci. Ferōcēs et suōpte ingeniō et plōnī adhortantium vocibus, frātrēs in medium inter duās acīēs prócéudent. Stant in mediō inter duās acīēs armātī et exōrnātī, nēquāquam magnītūdine ae specīē disparēs, spectāculī magis mōre quam lēge bellī.

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

10 exercituum (= ex ambōbus exercitibus) tot circā mortālium animīs spē metūque pendentibus, datur signum. Cōnsēderant utrīque pró castrīs duo exercitūs, expertēs periculī praesentis magis quam cūrae; quippe imperium, positum in tam paucōrum virtūte atque fortūnā, agēbātur. Itaque ergō ērēctī suspēnsīque, animīs spē metūque pendenti-

15 bus, in minime grātum spectāculum intuentur.

Datō signō, Infestīs armīs, velut acīēs multa mīlitum mīlia continentēs, ternī iuvenēs, magnōrum exercituum animōs gerentēs, concurrunt.
Hinc Horatii illinc Curiatii in adventientum hos-
tium arma laevis manibus scuta proisoeere. Nec his
ne nec illis periculum suum animo obversatur, sed ref
obversor-arif
publicae dignitas. Publicum imperium servituisse
5 ambobus ante oculos obversatur, patriaeque ea
deinde futura fortuna, quam ipsi fecissent.

Ut primo concursus statim consonere arma,
micantesque gladii refulsere, horror ingens spec-
tantis movit. Favor eod definit et ut arma conso-
nabant gladiique micantes refulgebant, se statione
tenuerunt. Et neutro inclinata spe, milites spec-
tantes silentium aliquamdiu obtinabant. Consentes
deinde manibus, cum iam non ictus tantum telorum
motosque armorum corporumque, sed vulnera quoque
15 et sanguis spectaculos essent (vidi facile pos-
sent), silentium non iam erat. Nec iam lenta erat lentus-a-um

1 hinc... illinc: tibi memoria rimam in
Pyrami Thesibisque communiter: "Hinc stat Pyramus;
illic Thiasa" (I. 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"
3 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 quoamam 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 frātrībus), vulnerātīs tribus Albānīs iuvenibus omnibus, alius super alium, exspīrantēs (morītūrī) ruērunt. ruō -ere

Ad quōrum cāsum (id est ad Horātiōrum du-
5 ōrum cāsum), cum conclāmāvisset gaudīō Albānus
exercitus omnis, Rōmānās legiōnēs iam spēs tōta
dēseruerat. (Haud conclāmāverat gaudīō exercitus
Rōmānus.) Nonēm tamen cūra Rōmānōs mīlitēs dē-
seruerat, exanīmōs vice ūnīus, qui nōn ruerat, exanīmis -e
10 quemque trēs Curiātīf (quamvīs vulnerātī) circum-
steterant. Forte is integer fuit (vir virō cui-
libet haud impār). Quam ob rem ut is ūnīversis
ūnīversus
sōlus nēquāquam pār, sic adversus singulōs fuit
ferōx (id est pugnāre parātus).
15 Ergō, ut separāret pugnam eōrum, ut cum
Curiātīfis singulīs pugnāret, nec cum ūnīversis,
Horātiōs capit fugam. Ita ratus est eōs secūtū-
rōs esse ut quemque vulnerātum corpus siterat. sinō -ere

Iam satis spatīf fugerat ex eō locō ubi pugnātum

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3 ruō ruere ruī rutum: "run, rush; fall, be ruined."
9 exanīmis: "breathless, lifeless."
exanīmēs 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 ūnīversus -a -um:
"whole"; ūnīversī -ae -a: "all together."
18 sinō -ere situm: "place, put (down);
permit, allow."
est (ubi ambo fratres sui, alius super alium, ru-
ere perierque), cum respiciens videt (gaudio mo-
tus) Curiatiōs fratres (vulneratos sed tamen haud
lente currentes) magnis intervallis sequentes:

5 unum haud procul ab seesse abesse. In eum magnō
impetu reditit. Et cum scuto scutum infimum sub-
icisset, totoque corpore lente intrasset inter
hostis corpus armaque, Rōmanus unō alterōque ictū
porrēxit hostem ruentem in spatium ingēns.

10 Et dum Albānus exercitus clāmat Curiatiōs
cēteris ut opem ferant fratris, subitō Horātius, subito
iam caeso hoste, victor secundam pugnam petēbat.
Tunc clamōre Rōmani adiuvant adhortanturque mili-
tem suum (Horātiōm). Et ille proelio défungi

15 festinat. Unō alterōque ictū Curiatiōm secundum festino -äre
obtruncat. Qui quoque in spatium ingēns ruet.
Itaque prius quam alter--nec procul ab ipsō aberat
--fratris opem ferre posset, et alterum Curiatiōm
necat.

20 Iamque, aequātō Mārte, singulī supererant, aequō -äre
sed imparēs (disparēs). Numerō erant, sed nec spē

2 periērequē: et periērunt. 2-3 gaudio
motus: magnis intervallis. 4 intervallum -t:
5 "intervening space, interval." 5 sese = sē.
11 subito: "suddenly, unexpectedly." 15 festino: "hasten." Consider the well-known prov-
17 erb, festina lente. 17 prius quam = prius . . .
quam = priusquam. alter: Curiatius. ipso:
Horatio. 18 et = etiam.
20 aequo: "make level, make equal."
nec viribus, parēs. Alterius intāctum feroce erat corpus; et gemināta victūria eum feroce in certā- geminō -āre men tertium dabat. Erat gemināta victūriā laetus, tam praeSENTibus ac secundīs dīs laetus. Alter 5 (Curiaṭius), iam victus, haud aequō animō morī parātus, fessum vulnere fessum cursū corpus tra- hēns, cum victōre hoste pugnātūrus erat.


Iacentem spoliāt Horātius. Rātēnus qui- 20 ētae utrimque stationēs fuēre; postquam spoliāre

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2 gemino: "to double." feroce: "ready
5 and eager." 5 iam victus: the last of the Curia-
tii was licked before he started. aequo animo: consider the English derivative, equanimity.
6 fessus: "weary, exhausted." 11-12 male arma sustinentī: trans., "as he (Curiaṭius) was barely able to hold up his arms (i.e., 17 shield and weapons)." 17 decorus: "decorous, fit-
ting, 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.
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corpus caesī hostis Rōmānus coepit, nec Albānī sē
statione tenuerunt et Rōmānōrum cursus ad victorīm
etiam ōclor fuit. Rōmānī laudantēs Horātium acci-
piunt, sō maiōre cum gaudīō, quō prope metum rēs
fuerat; et eum ad rēgem Rōmānum Tullum Hostilium
prōducunt. Rēx etiam cum gaudīō eum accipit et
dōnum addidit, mīrīsque laudībus prō cōntio ne sam
pugnam fert.

Ad sepultūram inde suōrum, nēquāquam pari-
bus animĭs, vertuntur. Sepulcra adhūc manent
( etiam nunc stant), quō quisque locō cecidit, duo
Rōmāna ũnō locō propius Albam, tria Albāna sepul-
cra versus Rōmam, sed distantia locīs ( haud mag-
nīs intervallīs), ut et pugnātum est.

SOROR VIRGO HORATIA LUGET

Ita exercitus inde domōs abductī sunt.
Prīncēps Horātius Ibat, prae sē gerēns trigemina
spolia. Cui soror virgo obvia fuit (sē obviam

4 so . . . quo: quo . . . so with comparar-
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. lūgeō -ēre lūxi: "mourn, wear (show)
mourning, lament."
15 domos: for ad domos (suos quisque).
Horatia, quae unī ex Curiaulis dēspōnsa fuerat, obviam frātrī suō ante portam Capēnam it (= iit). Super umerōs frātris vestem spōnsī, quam ipsa fēcerat, videt cognōscitque. Veste cognitā, solvit crīnēs, et, crīnibus passīs, spōnsum mortuīm nōmine flēbiliter (multīs cum lacrimīs) appellat.


Atrōx visum id facinus patribus pleblique. Sed magnum visum recēns meritum. Recēns meritum factō (facinori) obstābat. Tamen raptus Horātius obstō -āre

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3 super umeros fratris / vestem sponsi.
5 solvō solvere solvi solütum: "loosen, set free, untie."
8 sua: this word does not refer to the sub-
ject here but to the youth. 10 stricto: stringō
stringere strīnxī strictum: "draw, bind; draw off, unsheathe; touch lightly, graze."
crepo (in + crepō crepāre crepul crepitum, "creak, rattle, make resound"): "make a noise, upbraid, become known,"
13 etc. 13 oblivīscor oblivīscī oblivitus sum: "for-
get" (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 iūdiiciō maximē

5 P. Horātiō patre mōnstrante vel clāmante sē iūdi-
cāre fīliam ĩūre caesam esse. Pater Horātiae
dīxit, nī ita esset, sē patriō ĩūre in fīlium sūm
animadversūrūm fuisse. Črābat deinde, nē sē, quem
paulō ante cum ēgregiā stirpe cōnspexissent, orbūm
10 līberīs facerent. Inter haec senex, iuvenem am-

plexus (= complexus), digitō mōnstrāns ad spolia
Curīātīorum, "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
ipsius animum, parem in omni periculō. Absolvē-

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I 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 iūdicāre: consider

6 iūdicium, iūdex. 6 ĩūre: almost an adverb,
"rightly." 7 patriō ĵūre: 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 animadversūrūm fuisse: contrary-to-fact condition
in indirect discourse, "he would have punished."
8-10 Pater Horatius orabat ne populus se orbūm face-
ret. 10 amplector amplexī amplexus sum: "sur-
12 round, embrace." 12 quo: quo loco, i.e., "where?"
17 ipsius: "the accused," i.e., "the son."
runt iuvenem, qui paulò ante populō Rōmānō imperium dedit et sorōrem deinde cecidit. Admirātiōne magis virtūtis quam iūre causae eum absolvērunt.

L. TARQUINIUS PRISCUS
(Rosa quōlibet nōmine aliō . . .)


2 cecidit: cecīdit from caedō, not cecidit from cēdō.

Tit. priscus: "ancient, former, elder."
5 res = res publica, "commonwealth, commonwealth," res summa.
7 auctores: the patres approved, ratified the people’s choice.
10 Lucumo: nominative.
11 Romam: ad Romam, migro: "migrate, to remove (move) from one place to another, depart."
13 Tārquinii: at Tārquinii, name of a town in Etruria (an Etruscan town). facultās -ātis: "ability, means, faculty, power," etc.
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tamen honoris adipiscendī facultās nōn fuerat Tar-
quiniōs—nam ibi quoque (quamvis dīvīsīs potēns)
peregrīna stirpe ortus erat. peregrīnus

Lucumō Démarātī Corinthis filius erat, qui

5 ob sēditionēs domō profugus, Tarquinīs forte cōn-
sēdit. Ubi cum cōnsēdisset, uxōre ductā, duōs
filiōs genuit. Nōmina hīs Lucumō atque Arrūns
fuērunt. Lucumō superfuit patrī bonōrum omnium
hērēs. Arrūns prior quam pater moritur (nec diū hērēs -ēdis
manet superstes filiō pater). Lucumō deinde in
mātrimōnium dūxit virginem summō locō nātam et
quae haud facile humilla sineret.

Lucumōni omnium hērēdī bonōrum cum dīvī-
tiae iam animōs facerent, auxit (animōs) Tanaquil, augeō -ēre
ducta in mātrimōnium summō locō nāta, et quae haud
facile sineret ea in quibus innūpsisset humiliōra

1 adipiscor adipiscī aptus sum: ad + apīs-
cor. apīsco̊r apīsco̊ aptus sum: "reach, attain (to)." apīsco̊r
3 peregrīnus -a -um: "foreign, strange." peregrīnus
4 Démarātī Corinthis: Demaratus of Corinth.
5 profugus -a -um: "fleeing, fugitive, exiled." profugus
6 ubi cūm: "where when" = "and when there." ubi cūm
uxōre ducta: cf. in mātrimōnium dūxit virginem infra
9 (11. 10-11). hērēs: "heir," apposition with
Lucumō. prior quam: cf. prius quam.
9-10 Demaratus survived his son Arrūns but not for
long. 11-12 summō locō nātam et quae: "born in a
very high station (of exalted birth), and a girl who." summō locō nātam et quae
13 cūm: 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 cūm. augeō
-ēre auxī auctum: "make to increase, grow; strengthen,
make larger," etc.
esse igitur quam ea in quibus nata erat. Sper-
netibus Etrūscis Lucumōnem, peregrinā stirpe or-
tum, Tanaquil hanc indignitatem ferre non potuit.
Haud memor patriae (id est oblita patriae), ut vir memori-5
suus magnum honorem adipisceretur (= adipisceretur),
ut virum honóratum vidēret, consilium migrandi ab
Tarquiniiō cēpit. Rōmam migrare ei visum est.
Facile persuādet Lucumōnē ut (= quippe) cupidō
honōrum.

10 Sublātis itaque rebus āmigrant Rōmam.
Magnās spēs sēcum portantēs urbem ingressī sunt.
L. Tarquiniō Priscum ēdidēre nōmen. Novitās novitās -ātis
dīvitiaeque Rōmānīs cōnspicuum eum faciēbant. Et
ipse benevolentia benignitāteque fortūnam suam
15 adiuvābat. Et beneficiās dōnāsque sibi concili-
andō (eōs) quōs poterat fortūnam adiuvābat, dō nec
dē eō fāma in régiam quoque perlāta est. Brevī perfērō
apud régem amīcitiae iūra adeptus erat, ut periter
pūblicīs ac privātīs cōnsiliīs bellō domīque

1-2 spernentibus Etrūscis: abl. abs., with
Lucumōnem as direct object of spernentibus. The fol-
lowing phrase gives the reason for spernentibus
(grammatically ortum modifies Lucumōnem). 5 me-
mor: "mindful, remembering." 7 visum est (imper-
sonal passive of video): "it seemed" good (to her).
8 ut cupidō (dative of the adjective, modifying
Lucumōnē): "since he was a man who was eager for
honors" (for office).
12 novitās: "newness, novelty." 17 perf-
fērō: per + fére ferre, perferrī (passive, as here):
18 "to reach." 18 iūra: 
"rights."
interesset et per omnia expertus, consiliis semper intersum
bonis, Ancum moriturum semper adiuvans, postrémō
Institueretur tutor etiam liberis régis. tutor -ōris

L. TARQUINIIUS PRISCUS FIT REX

Rēgnāvit Ancus annōs quattuor et vigintī,
5 cuilibet régum pār artibus bellī pācisque et glō-
riā. Iam Ancī filīi duo prope pūberem aetātem
erant. Eō magis Tarquinius Instāre ut quam pri-

mum comitia régī creandō fīerent. Puerōs ambōs
(régis filiōs) vēnātum āmīsit. Isque prīmus et
10 petisse ambitiōne rēgnum dicitur et orātiōnem
habuisse, compositam ad conciliandōs plēbis ani-
mōs. Ingentī consēnsū populus Rōmānum eum rēgnāre

1 intersum (inter + sum esse): "be between, different; be present, take part in." Interest (im-
personal): "it concerns." Expertus: the perf.
pass. participle is sometimes used passively even in
the 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 instare: note that the subject (Tarquinus) of the
infinitive is nominative. 7-8 quām prīnum: quām +
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") am-
 canvassing for votes; "push, intrigue, ambition." 12 consensu (abl.), alone, might be translated,
"unanimously"; ingenti modifies it here.
iuscit (id est: comitīs habitīs [A.U.C. CXXXVIII], L. Tarquiniium Priscum rōgem populus ingenti cōnsensū creāvit; patrēs fuère auctōrēs).

Ergō ambitiō, quam in rēgnō petendō atque 5 in ōrātiōne habendā habuerat, secūta est etiam rēgnantem virum cētera ēgregium. Nec minus memor rōgni sui firmāti quam augendae reī públicae, centum (cīvis Rōmānōs sed haud senātōrēs) in patrēs lēgit, quī (hi novī patrēs, id est senātōrēs) 10 deinde minōrum gentium appellātī sunt, et amīci auctōrēsque haud dubī erant rēgis, cuius beneficiō in senātum vēnerant.

SERVIO TULLIO DORMIENTI
CAPUT ARDET

Eō tempore (paulō post—Tarquiniō rēgnante), in rēgiā, prōdigium visū mirābile fuit. Pu-

4-6 Tarquin, illustrious in other respects (cētera ēgregium), exhibited the same spirit of intrigue after he began to rule (rēgnantem) as before. 7 firmō: "make firm, make secure, strengthen." 9 legit: "he appointed to?" Tit. ārdeo -ēre ārsī ārsum: "be on fire, burn, glow"; derivatives: ardēnt, aresōn.

14 visū mirābile: the supine in -ū (abl.) is common with mirābile. Cf. mirābile dictū, "strange, wondrous to relate." 15 quondam: at a certain time (either in the past or future); "once, sometime, at times."

Eam puerum tangī vetuisset ferunt. Sēdātō- vetō -āre que tumultū, crīnibus adhūc ārdentibus, rēgīnām Servium Tullium moverē vetuisset dōnec suā sponte experrōctus esset. Mox cum somnō et flammam ab- expergīscor īsse. Tum, capitō nōn iam ārdente, abductō in sēcrē-tum virō, Tanaquil, digitō mōnstrāns ad Servium Tullium, "Vidēn tū puerum hunc," inquit, "quam tam humilī cultū ēducāmus? Scīre licet hunc Servium cultus -ūsus 10 Tullium, cui dormientī caput flammīs ārserit mul-

1 ferunt: this is the use (with which you are already familiar) meaning, "they say." ferre may mean, "to spread abroad, report." fert. fertur, ferunt, 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 vetō -āre -ul -itum: "forbid, prohibit, 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. scīre licet: you have been meeting the abbreviation so. so. = scilicet = scīre licet.
tōrum in conspectū, lūmen quondam futūrum esse lūmen -inis
rōbus nostrīs dubīs, hunc prae sidium quondam futū-
rum rēgiae afflīctae."

Inde puerum locō liberum habēri coeptum

esse ferunt, ērudīrīque artibus, quibus ingenia ērudiō -ire
ad magnae fortūnae cultum excitantur. Evēnit
facile quod dīs cordī esset. Nec, cum quaerērētur
gener Tarquinīō, quisquam Rōmānae i u ventūtis ūllā
arte cum hōc iuvene cōnferrī potuit. Et rēx igi-
tur eī filiām suam dēspondit. Hic tantus honōs
(quācumque dē causā) illī habitus prohibet crēdere
eum servā nātum parvumque puerum ipsum servīsse
(ipsum vērō um quam in servitūdō fuisse). Sunt qui servitūm-if
dicant illum fuisse Ser. Tullī, prīncipis Corni-
lūculī, filīum.

Auctōrēs utrōque trahunt. Magis senten-
tiae sum eōrum, quī (animus inclināt ut eōs sequar
quī) ferunt, Corniculō captō, virum occīsum esse occīdō -ere

1 lūmen: "light" (both literally and fig-
uratively).
4 indo: "after that." locō liberum:
loco 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 ērudiō: "teach"; derivative: erudite. 7 cordī
(est): "(is) dear to." 10-11 honōs illī habitus:
alicui honorēm habēre = "to pay honor to someone."
13 servitūm: "slavery, servitude"; cf. servītūs.
18 occīdō -ere occīdī occīsum: "knock down,
kìlī" (ob + caedo).

5 Cum inter reliquās captīvās Ser. Tullī uxor grāvida, summō locō nāta, cognita esset, eam servitiō prohibitam esse ab rēgīnā Rōmānī ab ūnicam nōbilitātem. Prīscī Tarquīnī rēgis Rōmānī in domō (Rōmae) prīncipis occisi uxōrem partum ūdidisse. partus -ūs

10 Inde tantō benefīciō familiāritātem inter mulie-rēs auctam esse; puerum, ut in domō a parvō ēducā-tum, in cāritāte atque honōre fuisse. Fortūnam cāritās-ātis mātris, ferunt, quod captā patriā in hostium manūs vēnerit, fēcisse ut servā nātus Ser. Tullius (Ser. Tullī filius) crēderētur.

GAEDES SUMMO LOCO FIT

Duo-dē-quadrāgēsimō fermē annō, ex quō fermē rēgnāre coeperat Tarquīnīus, Ser. Tullius maximō

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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 Rōmāe: locative case. 9 partus: "birth; act of bringing forth, that which is brought forth."
11 ut: "as" one who was, etc. parvo: parvo pue-12 ro, from childhood. 12 caritas: "dearness" (both love and high price). fuisse: = habitum esse?
16 duo-de-quadragesimo: the hyphens are put in solely to help the student recognize the meaning of
honōre erat. Nōn apud rēgem modo sed apud patrēs
plēbemque longē maximō honōre erat. Apud Ancī
tamen filiōs duōs, quī Tarquinium advenam (virum
peregrīnā stirpe in externō atque aliōnī locō or-
tum), ipsum (Servium) servum servā nātum dicēbant,
haud honōre erat Servius.

Tum Ancī filiīs duōbus, etsī anteā semper
prō indignissimō habuerant sē patriō rēgnō, tūtōris
fraude, pulsōs esse, et advenam Rōmae rēgnāre (ad-
venam—nōn modo nōn vicīnae, sed nō Italicae qui-
dem, stirpis), ira crēscere, sī nē ab Tarquiniō
quidem rēgnum ad sē rediret. Ira crēscere, sī in
eādem cīvitāte, in quā quondam Romulus, deō nātus
deus ipse, tenuerit rēgnum dōnec in terrīs 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 idio-
matically, as the context demands. 3 advena:
"stranger, foreigner." 7 et sequentes The sons of Ancus were now
increasingly angered because they saw that even afte-
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). 8 anteā: "before, formerly." 11 disco-
urse. 11 crescere: historical infinitive
(note that the subject is nominative). 12-13 in
sedem cīvitāte: with regnet (1. 1, p. 125, infra).
14 dōnec: "so long as."
servus servā nātus rēgnet. Cum id fore dédecus commune Rōmānī nōminis tum praecipuē domūs suae (dédecus id fore), sī, salvā Ancī rēgis virīlī stirpe (= fīliīs; id est nōn féminīs sed virīs),
5 nōn modo advenīs (= Tarquiniō), sed servīs etiam (= Servīō), rēgnum Rōmae pateērē
Ferrō igitur id dédecus arcēre eīs (= Ancī fīliīs duōbus) vidētur. Sed dolor iniūriae in Tarquinium ipsum eōs stimulābat magis quam in Seriūm (eōs stimulābat) . Et gravior ultor quoque (si superesset) rēx futūrus erat quam privātus. Tum, Servīō occīsō, quemcumque alium generum lēgisset, eundem (= hune etiam) rēgī hērōdem factūrus (esse) vidībātur Tarquinius Frīcus. Ob haec ipsī rēgī Insidiae parantur.
Datur negotium pāstōribus ut rēgem in rēgiā adgressī occiderent. Ex pāstōribus duo ferōcissimī lēctī ad facinus, in vestibulō rēgiae, vestibulum-I 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: save (passive)! 9 stimulō: "goad, annoy, incite." 13 eundem: Idem, idem, idem, "the same." is often translatable in English by the word, "also." 18 vestibulum: "entrance-court."
custōdēsque rēgiōs convertunt; inde, cum ambō rē-
gem appellārent, cumque clamōr eōrum penitus in penitus
rēgiam pervēnisset, vocātī in rēgiam ad rēgem per-
gunt. Prīmō uterque, magnō cum tumultū, clamāre
strepēreque et speciē certāminis alter alterī obstre-
strepere. Lictor ambōs quiēscere ac deinde in vicem loquī iubet. Coercitī ab lictōre et iussī in vicem dicere tandem obloquī dēsistunt.

Sed nōn dēsistunt tamen dē suō cōnsiliō
dēsistere timent; eīs datum erat negotium ut
rēgem occiderent). ūnus igitur rem ex compositō (ex cōnsiliō) ērditur. Dum, eī mentem cum oculīs ērdior -īrī
dēdens (eī mente cum oculīs dēditō), rēx (inten-
tus in eum) tōtus sē āverteret, alter ēlātam (ēle-
effērō-ferre
vātam) seūrim in caput dēēcit, tēlōque in vul-
nere relictū, ambō sē forās ēiciunt (pāstōrēs sē forās ērumpunt).

2 cumque: et cum. penitus: "deep with-
in." 4-6 clamare, strepere, obstrepere: hist. in-
finitives. 5-6 Each tries to outshout the other. 5 strepē: make a loud noise of any kind. 6 qui-
8 escere: this infinitive with iubet. 8 obloqui:
note the ob- in obstrepere (ll. 5-6 supra); "inter-
rupt" would be idiomatic here. dēsistō -ere
-stītī -stītum (dē + sistō): "desist.
12 ērdior -īrī ērūs sum: "begin, commence." 14 effēro: ex + fero, "bear out; bring forth, carry
away," and, as here, "raise." 14-15 ēlātam . . . seūrim . . . deīēcit: 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 iunctum tamen regem Tarquinium
Priscum inimici sui interficiunt. Tarquinium moribundum (moriturum, vita ducendem) cum iif, qui circa erant, excipissent, pastores fugientes excipio -ere
5 lectores arripient (prehendunt).

DUX FEMINA FACTI


Arbitris remotis, simul Tanaquil, tamquam spes esset, tamquam spes sae adhuc tenet, parat ea, quae curando vulneri opus sunt, simul, si sibi dosit spes, alia praesidia molitur. Servio cele-moliorem -iri
15 riter accipio (cito), nuntiat regem Tarquinium

2 inimicus -a -um: "unfriendly" (in + amisus), "inimical"; as noun: "enemy." 4 excipio (ex + capio): "take out; except; catch (up), receive." 5-7 mirantium: gen. plur., agreeing with the gen. sing. populi because the latter is a collective 7 noun and therefore plural in sense. 7 quid rei est? = "What is the matter?" 8 claudo -ere clausi clausum: "shut, close." 10 arbitrator: "bystander, witness, umpire, arbitrator." 13 quae sunt: the things which are necessary 14 for healing a wound. 14 moliorem: "set in motion, cause, struggle, erect, build, plot," etc.
Priscum, suum virum ãnumque praesidium, ab inimicis per insidiis obturcatum interfectumque esse. Cum Servio paene exsanguem, paene mortuum virum ostendisset (digitò monstrâns ad Tarquinî corpus dêfixum), dextram Ser. Tulli tenens, ôrat né inul-tam mortem soceri sinat. Dextram tenens ôrat né socrum inimicis lûdibriô esse sinat.

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

Dei portendērunt tē quondam clārum fore. Ērige tē deōsque ducēs sequere, quī clārum fore hoc caput, circumfūsō quondam ignī divīnō, portendō-

runt. Reputā quid factum erit. Tē parvō, prōdigium visū mīrābile fuit. Tībi quondam dormientī caput ārsit, crīnēs ārsērunt. Ego rēgina tē tangī, tē movērī vetui dōnec tuā sponte experrēctus essēs. Tum dixī tē quondam lūmen rēbus meīs dubi-

Is, praesidium rēgiae afflīctae fore.

---

3 exsanguis: "bloodless, lifeless."
7 ludibrium: "mockery, jest, laughing-stock."
8 inimicus ludibrio: double dative.
9 Servi: vocative case.
11 putāre: "reckon, consider, believe, reflect," etc.
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 expersiscere vērē. Nunc lūmen es, nunc prae-
sidium rēgiae affliactae. Et nōs peregrīnī rēgnā-
vimus. Quī sīs, nōn unde nātus sīs, reputā. Sī
tua cōnsilia torpēnt rē subitā (= repentī), at tū torpeō -ēre
mea cōnsilia sequere."

Servius, "Estō!" inquit.

Cum clamōr impetusque multitūdinis vix
sustinērī possēt, Tanaquil populum adloquitur.

Iubet bonō animō esse: sōpītum fuisse rēgem subitō sōpiō -īre
ictū; ferrum haud altē in corpus dēscendisse; iam

---

2 expersiscere, 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:

<table>
<thead>
<tr>
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<td>Present:</td>
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<td></td>
<td>es, be thou</td>
<td>esto, thou shalt be</td>
</tr>
<tr>
<td></td>
<td>este, be you</td>
<td>estōte, you shall be</td>
</tr>
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</table>

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

FUTURE INFINITIVE: fore
forem, forēs, foret, forēnt = essēm, essās, esset, essent

In line 7 esto is impersonal, future imperative,
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 īnspectum fuisse, ca-
pitō tersō cruōreque abs-terso; omnia sānābilīa
esse; sē (= rēginam) spērāre crēdereque eōs (=
populum) prope diem ipsum (= rēgem) visūros esse;
5 interim (= intereā) sē iubēre populum Ser. Tullīō
audīre pārōreque; eum iūra redditūrum perfūntū-
rumque ref públicae mūneribus omnibus et rēgis
negōtium tōtum āctūrum. Populus rēgīnae crēdit.
Quid nī?

10 Servius autem cum līctōribus prōdit ac
sēde rēgīa sedēns, alia dēcernit (id est dē alīs
iūra reddit). Dē alīs Servius sē rēgem cōnsultū-
rum esse (sē cōnsilium ā rēge petitūrum esse) si-
mulat. Itaque per aliquot diēs, cum iam Tarqui-
15 nius Prīscus vītā dēcessisset (cum iam mortuus
est), cēlētā morte, Ser. Tullius sē ā rēge cōn-
silium petere simulāvit. Per speciem aliēnae
vicis fungendae, suās opes firmāvit. Tum dēmum fungor
populus certior factus est eius mortis (dē rēgis

1 ad se redisse: he had regained consciousness (so the queen said). 2 tergeō -ēre (or tergo -ere) tergī 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 pāreō: "Obey." 9 quid nī? "Why not?"

17-18 alienae vicis: "the duty of another, another's job." 18 fungō fungī functus sum: "be busy, perform, finish"; often used with the ab-
lative. 19 populus certior factus est: the people were informed (of).
morte), clamore et gemitu cum lacrimis in regia orto (ululatibus ortis).

AB SERVO AD REGEM
(UT HORATIUS ALGER DIXISSET)

Servius, praesidio firmo munitus, primus iniuussu populis (sed voluntate tamen patrum) regem navit. Et arreptis aceleris ministris (pastoribus prehensis), ut regem vive, et tantas opes Servi esse, nuntiatum est, Ancil liber iam tum in exsilium abierant (opes Servi timebant, etiam magis regem Tarquinium vivum).

10 Nec iam Servius magis publicis consiliis quam privatis munire opes. Hic Tarquini filios iacere in se contumelias nolle. Ne adversus se talis animus Tarquini liberum esset, quales adversus Tarquinium Ancil liberum (animus) fuerat, iun-

15 git duas filias (suas) iuvenibus regis, Lucio atque Arrunti Tarquiniis. Nec rupt tamen fati

1-2 ( clamore et ) gemitu . . . orco: 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 humannis 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 quadragesimae.

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

L. Tarquinius L. filius—Prisci Tarquini
regis filius neposne fuerit parum liquet; pluribus liqueo—ere tamen auctoris filium ediderim—habuit spem adi-
piscendi magni honoris, etiam affectandi regni. affecto—ere Servius, quia interdum audiebat voces iactarif a iuvene Tarquini o së (= Servium) iniussu populi regnare, captam prae dam, agrum captum ex hostibus divisit et plebi aequis portionibus (aequam partem dividere)
15 cuique dedit. Sibi conciliata prius voluntate plebis, agrum (praedium) capt ex hostibus virilem virilem

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

Tit. coniurigiis: 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: "divide, distribute; destroy." virilem: "man by man."
1 He brought the question before the people.
5 What follows is a formula.  
5 declaro: "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 . . . voluptate: abl. abs.  
9 criminor: "accuse, charge with (a crime)." Derivative: incriminate.  
12 contendo: con + tendo -ere tendendi 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 peperi partum: "bring forth, produce."
Hic L. Tarquinius fratre habuerat Arrun­
tem Tarquiniun, mitis ingenii iuvenem. His duô-
bus, ut ante dictum est, duae Tulliae (régis fili­
iae) nupserant, et ipsae longē disparēs mōribus
5 (ut duo Tarquinii quoque longē disparēs mōribus
erant). Forte ita inciderat, né duo violenta inge­
nia mātrimōniō iungerentur. Nacta est feroceum nanciscor
Tarquiniun mulier mitis ingenii. Ferōx Tullia
mitis ingenii iuvenem nacta est. Angēbātur ferōx

10 Tullia nihil māteriae in virō esse neque ad cupiditatem neque ad audāciam. Tūrgiō cum virō saepe
longēque in noctem contendēbat pervigilābatque. pervigilō
Haece deinde, tōtā in alterum Tarquiniun āversa,
eum mīrāri, eum virum dicere ad rēgiō sanguine or-

15 tum. Ferōx Tullia spernere sorōrem, quod, virum
nacta (virum vērum nacta), muliebrī audāciā
cessēret.

2-3 his duobus: with nupserant. 3 Tulli­
iae: subject of nupserant. 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 pervigilō -āre: "be awake through the night, watch." The best word to try to remember here is vigil -ilis, vigil
"wakeful, watchful." 13 haec: "she, this woman." Since it is nominative, the verbs, mirari et cetera,
14 must be historical infinitives. 14 dicere:
"called." 17 cessō: frequentative of cedo,
"cease, rest, be idle." Here perhaps, "yielded,
failed, made no use of."
Similitūdō eōs (duōs fērōcēs) celeriter contrahit, ut fermo fit: malum malō aptissimum.

Sed initium turbandi omnia fēmina ortum est (dua fēmina factī). Suēta sēcrētis sērnōnibus virī parcō -ere

5 aliēnī, ea nūllīs contumēliis verbōrum parcere dē virō ad frātrem, dē sorōre ad virum. Ea sē odium in virum gerere diūque gessisse dicere. Ea vērō et sē rēcius viduam futūrum fuisse et illum caelebs-ibis libem futūrum fuisse contendere, quam cum imparī

10 iungi. Ea dīcere, sī dī sibi dedissent eum virum, quō digna esset, sē domī prope diem visūram fuisse id rēgnum, quod apud patrem videat.

Celeriter mulier fērōx, virō frātreaque eius fērōcior, adulēscēntem suae cupiditātis audā-

15 ciaeque implet. Prope continuīs fūneribus cum emplēō -ere

2 ferme = semper fermo, here and often.

Malum malō aptissimum: birds of a feather flock together. 4 suēscō -ere suēvī suētum: "to become accustomed to." 4-5 virī aliēni: not another (alius) husband, but a husband that belonged to an-

5 other woman. 5 parco -ere pepercī: "spare, be sparing, refrain from," usually with dative (contumeliis). Be careful with the infinitives in this paragraph: some are historical, some indirect dis-

10 "than." 10 iungi: 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 implēō: "fill (up), fill full, fulfil," etc., often with the genitive, as here, expressing "with."
ambäs domōs vacuās novō mātrimōniō fēcissent, duo (scelerum inventōrēs) iunguntur nuptiās, Serviō magis nōn prohibente quam approbānte.

ET RURSUM DUX FEMINA FACTI

Tum vērō in diēs Infestior Tullī senectūs,
5 Infestius coept rēgnum esse. Iam enim ab aliō scelere mulier noctēs et diēs spectāre ad aliud scelus. Nec nocte nec diē parricīda (Tullia) virum quīscere patī. Saepe longēque in noctem pervigilāre et iūrgiō cum virō contendere: nōn sibi dēfuisse eum cui nūpta dīcētur; nōn sibi dēfuisse eum cum quō tacita servīret. Sibi dēfuisse eum quī sē rēgnō dignum putāret, qui memīnīisse nisset sē esse Priscī Tarquinī filium, qui habēre quam spērāre rēgnum māllet.

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

---

2-3 Servio . . . prohibente, (Servio) 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,

6 unsafe." 6 noctēs et diēs: "night and day."

8 patī: from patior. 9 contendere: samples fol-

12 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 sé esse régis filiüm quique
habère quam spéráre régnum mället. Si tú is es
cui nüptam esse mē arbitror, si tú vērē is es, et
virum et régem appellō. Sin minus, mihi nunc
5 peius rēs mūtāta est. Nunc enim additum scelus
est. Quīn tē ērigis? Quīn deōs ducēs sequeris?
Quīn cingeris? * cingō -ere

"Nōn tibi, ut patri tuō L. Tarquinīō Prīscō,
ab Corinthō nec ab Tarquinīis, nōn tibi ab
10 aliā patriā, ut patri tuō, peregrīna rēgna mōliri
necesse est. Nōn tibi aliēna rēgna mōliri necesse necesse
est. Quīn meministi tē esse Prīscī Tarquinīi fil-
lium? Tē rēgāle nōmen Tarquinīum creat rēgem. Tē rēgālis -e
patris imāgō vocat rēgem. Quīn etiam, tē di penā-
15 tēs, tē di patriī et patris imāgō et domus rēgia
et in domō rēgiā rēgāle solium et nōmen rēgāle solium -if
Tarquinīum creat vocatque rēgem.

3-4 et virum et régem appellō: "I salute you
4 both a man and a king." 4 sin: "but if." sin
minus: "but if not." 6 quīn (followed by the pres-
ent indicative) = virtual command or exhortation; lit-
erally = 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 cingō
cingō -ere: "surround, gird"; cinge cingō: "gird one-
sell." Derivative?
10 mōliri (molior): "strive after, try to get"
as you may translate it here). 11 necesse:
"necessary, unavoidable." 13 rēgālis: "regal,
14 royal, kingly." 14 quīn etiam: "rather; nay,
more." 14-15 (di) penates: "family gods."
16 solium: "chair of state, throne."
"At si ad haec parum animi est, quid ludit civitatem? Quid fallis, decipisque civis? Quid tē, ut regium iuvenem, conspicisminus? Facessē facessē -ere hinc Tarquiniōs aut Corinthum, frātris similior quam patris."

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

Postremō, ut iam Tarquiniō ac Tulliae tempus agendae rei visum est, iuvenis, stipātus agrī -āre ne armātorum, in forum inrumpit. Inde, omnibus motīs pavōre, in regia sēde (= in solio regali) sedēns, patres ad regem Tarquinium citāri iussit.

Convēnēre extemplō, alī iam ante ad hoc praepa-extemplō

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3 -esso -essere: intensive ending added to verbs, denoting earnest action; e.g., facessē, "do eagerly" (facio), capessē, "seize eagerly" (capio), petessē, "seek eagerly" (peto). Facessē also means, 4 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 stipō: "press, compress, press round." 19 extemplō: "Immediately, straightway."
rati, alli metu moti, ne non venisse sibi fraudi esset. Omnês (et ante praepratili et metu moti) iam de Servio actum rati sunt. Quid ni? Actum veri iam de Servio est.

PARRICIDIUM

Patribus citatis, omnês exemplô conveniant. Ibi Tarquinius, in solio regali sedens, agmine armatorum stipatus, maledicta ab stirpe ultima orsus: servum servaque natum esse; post mortem indignam parentis sui, non interregnô ini-
10 to (ut ante), non comitibus habitis, non per sufragium populi, non auctorialibus patribus, Servium Tullium servum servaque natum muliebris donô regnum occupasse. Ita natum, ita creatum regem, amicum infimi generis hominum, ex quo ipse sit, odiô alii-
15 eas honestatis, odiô optimi cuiusque, agrum prî- honestas

1 non venisse: subject of esset. 3 actum: actum est de = "it's all up with."
8 ultima: Tarquin started in with the "ultimate" origin of Servius' stock (family tree).
9 sui: the reflexive refers to the speaker in indirect discourse. 9 et sequentes Tarquin is saying: populus non Servium Tullium regem creavit.
13 occupo -are: "attack, seize, occupy."
15 honestas -atis: "honor, honorable character, reputation, worth."
mōribus ēreptūn (agrūmne ex hostibus captūm Tar­
quinius dīcere voluit?) sordidissimō cuīque dīvi-
sisse (Servius agrūm plēbī virītim dīviserat ad
conciliandam voluntātem). Tarquinius etiam dīxit

5 Servium inclināsse in prīmōrēs civitātis omnia
onera, quae communia quondam fuerint. Huic orāti-
nūnī Servius (rēx adhūc) intervēnit. In hīs rēbus
trepidīs, Servius dīcere coepit.

Huic Tarquini orātiōnī cum Servius inter-

10 vēnisset, trepidō nūntiō excitātus, extemplō ā
vestibulō magnā vōce, "Quid hoc," inquit, "Tarqui-
nī, rēf est?" In hāc rē trepidā Servius, "Quid
reī est?" inquit. "Quā audāciā tū, mē vīvō, vo-
cāre ausus es patrēs? Quā audāciā tū, mē vīvō, in

15 sēdē meā cōnsiderē ausus es?"

Ille ferōciter ad haec: sē nōn Servī Tullī
sed patris sui sēdem tenēre, sē filium rēgis, nōn
servum esse rēgnō hērēdem. Clāmor ab utrisque
amicīs oritur et concursus populi flēbat in oūri-

20 am, appārēbatque rēgnātūrum sēm 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, bold-
ness, 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 elat tumque s curia in Inferiorum partem per gradus dederit, us iecit. Inde ad cogendum senatum in curiam redidit Tarquinius iuvenis fortis.

Fit fuga regis amiciorum atque comitum. Rex ipse prope exsanguis, cum tremus solusque sine comitibus, a curis domum se recipere, ob truncatur. Ab ilis, qui, missi ab Tarquinio, se fugientem (con)secutis erant, interficiit senex (non iam rex). Creditur id factum consiliis Tulliae (Tullia auctore).

Carpentum certe, id quod satis constat, Tullia, novi ferociis regis uxor (ipsi etiam ferocior), mortuque (regis) filia, in forum vecta est. Carpentum in forum invectum, evocavit virum et curis regemque prima appellavit. A quo ex tantum tumultu faessere iussa est. Cum se domum reciperet pervenissetque ad summum Cyprium Vicum, ubi vicus est.
templum (Diānium) nūper fuit, flexit carpentum
dextrā in alium vicum. Flectentī carpentum, is,
qui equōs agōbat, inhibuit frēnōs, iacentemque
Servium obtruncātum dominae ostendit.

Foedum inhūmānumque scelus inde trāditur,
monumentōque locus est—Scelerātum Vīcum vocant,
quō Tullia, āmēns agitantibus furīs sorōris ac
virī, per patris corpus carpentum ēgisse fertur.
Carpentō cruentātō, āmēns Tullia, contāmināta ipsa
sparsaque, partem sanguinis ac caedis paternae
fertur tulisse ad penātēs suōs (et ad virī suī pe-
nātēs). Penātibus suīs virīque suī irātīs, exitus
malō rēgni prīncipiō similis prope diem secūtus est.

L. TARQUINIUS SUPERBUS

Servius Tullius rēgnāverat annōs quattuor

15 et quadrāgintā. Inde L. Tarquinius L. filius rēg-
nāre coepit, cui Superbō cognōmen facta dedērunt.
Id aptissimum cognōmen erat, quia gener socerum
sepultūrā prohibuit, Rōmulum quoque însepultum
perissē dictitāns. Et primōrēs patrum, quōs Servī
rēbus favisse 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
Ulixe deāque Circā oriundus—ei Māmiliō filiam
dēspondit iūnxitque (Tarquinī filia ei nūpsit).
Per eās nūptiās multōs sibi amīcōs eius conciliā-
vit. Dōnīisque multōs aliōs sibi conciliāvit.

L. IUNIUS BRUTUS ILLE
ET MATER

Annīs tribūs et vigintī post, portentum
terrible vīsum. Id multōrum pectora subitō pavō-
re perculit: anguis, ex pariete (id est ē rīmā: percellō-ere
Lucī filius (obviously the second L. must be genitive).
He ruled A.U.C. 220-44; 534-510 B.C.
5 favēō -ēre favī fāvitum: "favor, help, protect."
8 Tusculānō: "of Tusculum." 10 Circā:
"Circe." oriundus -a -um: "arising from, born of"
(of. ortus).
Tit. brutus: "heavy, dull, insensible."
ille: "that glorious, famous."
16 percellō -ēre -culī -culsum: "strike (down),
shatter, daunt."
paries hanc rimam accœpit cum fieret) elapsus, cum terrœrem fuganque in regia fœcisset, ipsius regis non tam subito pavore perculit pectus, quam anxius implavit curis. Itaque cum ad publica prodigia

5 Etruscœ tantum vates adhibèrentur, exterritus hoc velut domesticœ visu (= visœ), ad hoc Etruscœs vatis adhibere noluit. Primores paœs in cœnsilium adhibuit, et inde duos filios. Postrœmœ, Delphœs ad orœculum in terris maximœ clœrum (clœ-

10 rissimum) mittere cœstituit.

Neque responsa sortium ulli alii committere ausus, duos filios Titum et Arruntem (alium filium quoque Sextum L. Tarquinius Superbus habuit) per terras ea tempestœ ignotœs, per ignotœs ora ea tempestœ maria in Graeciam mittere cœstituit. Titus et Arrûns (sed non Sextus) profecœti. Comes ils additus L. Ænlius Brœtus, Tarquiniœ sorœre regis natus.

Is iuvenis erat alterius ingenii, quam

20 cuïus (ingenii) simulœtionem induerat. Sé suaque simulœtiœ

5 Is cum prīmōrēs civitātis ab avunculō interfectōs audīssēt, in quibus frātrem suum interfertum (cum audīsset), odium in avunculum gerere coepit (odium sībi fuit cum avunculō).

Itaque neque in fortūnā suā rēgī concupiscono appétendumque neque in animō suō timendum quicquam relinquere statuit. Et contemptū tūtus esse statuit ubi in iūre parum praesidēt esset. Ergō suō cōnsiliō factus ad imitātiōnem stultitiae (indūta stultitiae simulātiōne), cum sē suaque praedae esse rēgī sineret, Brūtī quoque haud abnuerit cognōmen. Sic latēns, animus liberātōr ille populi Rōmānī temporā sua expectābat.

Is tum, ligneō baculō sībi parātō, ab Tar-quinīs ductus est Delphōs, lūdibrium vērius quam comes. Sed ligneum baculum cavāvisse dicitur. Id cavō -āre

quod satis constat, secum baculum dönum Apollini portavit. Is tamen, ductus Delphos, aureum baculum, incluseum ligneo cavato ad id baculo, effigiem effigies-ēf ingenii sui, dönum Apollini tulisse dicitur. Si
5 fāmae crēdimus, L. Iūnius Brūtus—sed fāmae crēdere non necesse est. Très iuvenēs tūtī Delphos pervēnēre.

Quō postquam ventum est, patris mandātis mandātum -i
duo rēgis filīī, Titus et Arrūns, perfūntī. Fac-
10 tis mandātīs, cupidū animōs iuvenum trium omnium incessit quaerendi de orăculō, ad quem eōrum rēg-
num Rōmānum esset ventūrum. Itaque id de orāculō quaesīvērunt. Ex Infimō specū vōcem redditam ferunt, "Imperium summum Rōmae habēbit, qui ves-
15 trum prīmus, o iuvenēs, ōsculum mātrī tulerit."

Tarquiniī, ut Sextus (qui Rōmae relictus fuerat) ignarūs responsī esset, et ut exprī imperī esset, rem summā ope tacīrī iubent. Ipsī inter sē, uter prior mātrī ōsculum daret, cum
20 Rōmam redīssent, sortī permittunt. Brūtus Pythicam vōcem aliō spectāre ratus est (Apollinis vōcem

3 effigies: "effigy, image, copy."
6 tuti: adjective, but translate as adverb.
8 mandatum: "commission, order," and cf. mandate.
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 läpsus cecidisset, terram ὡσκulo contigit, scili-
contingō-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 sī prīmō impetū
capī Ardea posset (Ardeam Rutulī habēbant). Ubi
id parum processit, hostēs obsidērī coeptī. Ut
fermō fit longō magis quam ācri bellō, satis lībe-
10 rī commeātūs erant, prīmōribus tamen magis quam commeātus-ūs
militibus. Rēgī quidem iuvenēs interdum convi-
viis inter sē ētium terēbant. Multum vīnum saepe
pōtābant et convīvium variō sērmōne ad multam noc-
pōtō -āre tem prōdūcebant.

15 Forte pōtantibus hīs (rēgiīs iuvenibus)
apūd Sex. Tarqulniūm, ubī et Collātīnus Tarquinius
Egerī fīlius cēnābat, incidit dē uxōribus mentiō; cēnō -āre

2 continē -ere -tigī -tāctum: con- + tangō, 
"touch." 2-3 scilicet (from scire licet): "of
course, undoubtedly"; ironically: "to be sure, for-
sooth."  4 reditum (est): impersonal.
9 longō magis quam ācri bellō: of. "phony"
war, of World War II.  10 commeātus: "free pas-
sage; furlough." Furloughs were "freely" given.
13 pōto: "drink." 
16 Sex.: Sextus.  17 cēnō: "dine, eat."
suam quisque laudāre mīris modīs. Inde certamine accōnsō, Collātīnus negat verbīs opus esse. Hōris paucaīs id quidem dīcit posse scīrī, quantum uxor sua Lūcrētia cēterīs praestet (cēterās superet). praestō -āre 5 "Quīn cōnscendimus equōs visimusque praeuentēs nostrārum uxōrum ingenia."

"Agedum," omnēs. Citātīs equis, Tarquinī
Collātīnusque āvolant Rōmam.

Quō cum pervēnissent, pergunt inde Collā-
tiam. Rēgiās nurūs Rōmae tempus terentēs in con-
vīviō cum amīcis viderant. Cum Collātiam per-
rexissent, ībi Lūcrētiam haudquāquam ut rēgiās
nurūs (in convīviō cum aequālibus tempus terentēs)
inveniunt. Sed nocte sērā dēditam artī lānificae

15 Lūcrētiam vident. Eam inter servās in mediō
aedēm 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 Tarquinī rēgiō iuvenēs.

Adveniēns vir Tarquinīque acceptī hospitiō
magnificentissimō. Victor marītus hospitiō
domum suam invitât rēgiōs iuvenēs. Ibi Sex. Tarquiniōm mala libidō Lūcrētiae per vim stuprandae capīt. Cum forma tum spectāta castitās eum exci-
castitās
tat. Et tum quidem ab nocturnō iuvenālī lūdō in
5 castra redeunt.

ALTER NOCTURNUS IUVENALIS LUDUS
(Lūcrētia stuprāta)

Paucīs diēbus interpositīs, Sex. Tarquinius, Collātinō haud sciente, cum comite ūnō (qui
vērum dē libidīne mala fassus erat) Collātiam fateor -ērī
venit. Ubi hospitiō acceptus ab ignārīs (= ab īs
ten qui ignārī essent) cōnsilī, ad cēnam invitātur.
Cum post cēnam in cubiculum ductus esset, amōre
ārdet sed tempora sua exspectat. Amōre ārdēns,
postquam satis tūta omnia circā vidēbantur, cum
omnēs sōpītī essent, strictō gladiō, ad dormientem
15 venit. Mulieris pectore oppressō sinistrā manū,
minās iactāre coepit. Sextus, "Tacē, Lūcrētia," minae -ērum

3 Note: cum ... tum. spectāta: "tested." castitās -ātis: "chastity."
8 fateor -ērī fassus sum: "confess, admit."
9 ubi: just as qui at the beginning of a sentence may shift from "who" to "and he," etc., ubi at the begin-
ing of a sentence may shift from "where" to "and there" (as it should be translated here).
15 pectore oppressō: abl. abs., but the complete phrase includes mulieris--manū. 16 minae:
"threats."
inquit; "Sex. Tarquinius sum; ferrum in manu est; moriēre, si émiseris (= édideris) vōcem. Itaque tacē."

Mulier pavida ex somnō expergiscitur. pavidos-a-um

5 Opem petere vult Lūcrētia casta. Cum pavida ex
somnō nūllam opem, prope mortem imminentem vidē-
ret, tum Tarquinius fatērī atque etiam profitērī
amōrem, ĺrāre, miscēre precibus minās. Sextus
muliebrem animum in omnēs partēs versāre. Is
versos-āre

10 inde, amōre ĺmēns, pretiō ac spē ĺ a rēctā viā ab-
dūcere Lūcrētiam temptāre. Ubi omnia pudōre cas-
titāteque circumventa vidēbat et mulierem castam
nē metū quidem mortis inclinārī, addit ad metum
dēdecus. Cum ipsā mortuā (cum mortuā Lūcrētiae
15 corpore) ait sē positūrum obturānum servum nū-
dum, ut ea (Lūcrētia) in sordidō adulteriō necā-
ta dicātur.

Quō modō muliebris decus expugnātum est. expugnō-āre

Hoc terrōre cum libīdō pudōrem velut vī vicisset,

20 profectus inde Tarquinius ferōx expugnātō decore
muliebrī est. Lūcrētia maesta tantō malō, pudicito-
citiā àmissā, nūntium eundem Rōmam ad patrem,  
Ardeamque ad virum mittit, ut cum singulis fīdīs  
amīcis veniant, ut Collātiam ad sē properent: ita  
factō opus esse; rem atrōcem incidisse. Inde,  
5 aegra animī, suōs exspectat.

"PECCAVI," INQUIT  
(Mors Lūcrētiae)

Sp. Lūcrētius Lūcrētiae pater cum P. Vale-  
riō Voledi fīliō, L. Tarquinius Collātīnus Egerī fīlius cum L. Īnīō Brūtō Tarquiniā sorōre rēgis  
nātō venit. (Brūtus erat iuvenis longē alterius  
10 ingenī, quam cuius simulātiōnem induerat. Quīn etiam, liberātor ille populī Rōmānī futūrus erat.  
Comes Tarquiniās additus, per ignōtās terrās, ignōtiōra maria in Graeciam cum iīs missus erat. Is tamen ab iīs Delphōs ductus erat lūdibrium vērīus  
15 quam comes. Cum ex Ínīmō specū vōx reddita esse  
sum imperium Rōmānum habitūrum esse (ad eum impe-
rium summum Rōmae ventūrum esse], qui prīmus ōsculum mātrī tulisset, Brūtus terram ōsculō contigisse furtur [scīlicet terram mātrem ratus]). Cum Brūtō forte Rōmam rediēns Collātīnus ab nūntiō 5 uxōris conventus erat.


20 Dant ōrdine omnēs fidem. Cōnsōlantur eam aegram animī, āvertendo noxam ab coācta in auctō- noxa -ae
rem sceleris: mentem peccāre, nón corpus; et unde
cōnsilium āfuerit, culpam abesse.

Lūcrētia, "vōs," inquit, "vīderītis, quid
īlli dēbeātur: ego mē etsī peccātō absolvō, suppli-
cio nón liberō. Mihi quoque, aut sōntī aut īnson-
tī, poena dānda est; dē mē quoque (sīve ego sōns,
seu īnson sīm) supplicium sūmendum est. Nec ūlla
deinde mulier inpudīca Lūcrētiae exemplō vīvet."

Ferrum, quod sub veste abditum habēbat, id in cor-
abdō -ere
10 de dēfīgit, prō-lāpsaque in vulnus moribunda (vītā
dōcēdēns) oecidit. Conclāmat vir paterque.

NOVUM IN BRUTI PECTORE INGENIUM

Iam L. Iūnius Brūtus Tarquiniā sorōre
rēgis nātus novum ingenium induit. Ille fīnis
Brūtō aliēnae personae ferendae est. Nōn iam,
15 quamvis in iūre parum praesidī esset, contemptū
tūtus esse vult. Is, ills lūctū occupātīs, fer-
rum 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.
8 dein-
de: "after this." in-: "un-.
9 abdo (ab +
dd): "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 mē iūrō āre. L. Tarquinius Superbum cum scelerātā coniuge (Tulscelerātus lia) et omnī liberōrum stirpe (Sextō et cēterīs)

5 exsecūtūrum esse ferrō, ignī, quācumque vī possīm. exsequor. 

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

10 Superbus ac consīnx liberīque."

Ferrum deinde Collātīnō trādit, inde Lūcrētiō ac Valeriō, stupentibus mīrāculō reī, unde stupeō -ēre novum in Brūtī pectore ingenium. Ut praeceptum erat iūrant. Tōtīque ab lūctū versī in Irām, Brū tum vocantem iam indē ad expugnandum rēgnum sequuntur duce. Exsangue Lūcrētiae corpus efferunt. 

Eūlātum corpus domō in forum dēferunt. Con-scientiēs, ut fit (= ut ferme fit), mīrāculō reī novae atque indignitāte. Exsangue corpus sublātum ostentant populō; scelus Tarquīnī, mulieris Īnse-

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licem förmanm dépló rant. Sequentès clámiant má-
trònae: eamne liberòrum pròcreandòrum condicioñem,
ea pudícitiae praemia esse?—còtera quae in tálì
ré muliebris dolor querentibus subicit.

5 Prò sè quisque scelus règium ac vim que-
runtur. Conditátur (excitátur) multitùdó atrócì-
tàte sceleris. Mòvet cum patris maestitia, tum maestitia-ae
Brútus auctor arma capiendi (quod virós, quod
Rômánòs decëret) adversus hostília ausós (= adver-

decet -ère

10 sus eòs qui ausì essent ea quae hostès facere
solèrent): illís quoque enim coniugés ac soròrés
fìliàque esse, nec cum Collàtìni uxòre libidìnem
turpem Tarquiniòrum exstìntem esse. Aliènà ca-
turpis -e
lamitàte exemplum datum illís cavendae similis

15 iniùriæ. Virì sibi ac coniugibus suís et soròri-
bus liberìsque cònsulerent. Incènsam multitùdìnem

impulit ut Rômam proficìsì vellet. impellô -ere

Feròcissimus quisque iuvenum (cum armís)
ultrò adest; sequitur et còtera iuventús. Custò-

20 dibus datìs, né quis eum mòtum règibus nùntiàret,
ceterī armātī, duce Brūtō, Rōmam profectī. Ubi eō
ventum est, quācumque armāta multitūdō inoccēdit,
pavōrem ac tumultum facit. Rūrsus ubi hominēs
ante-īre prīmōres cūvitātīs vident, rentur, quid-
5 quid sit, haud temerē esse. Nec minōrem mōtum	temerē
animōrum Rōmae tam atrōx rēs facit, quam Collātiae
fēcerat (id est Brūtus Rōmae maiōrem mōtum, quam
reliquerat Collātiae, excīet).

Ergō ex omnibus locīs urbis in forum cur-
10 ritur. Quō simul ventum est, ōrātiō habita (est
ā Brūtō). Ibi ōrātiō habita nēquāquam eius pec-
torīs ingenīique quod simulātum ad eam diēm fue-
rat. Bene ā Brūtō dictum dē vi ac libīdine Sex.
Tarquinī, dē stuprō nefandō Lūcrētiae et miserābi-
15 lī caede, dō orbō patre, cui causa mortis filiae
morte indignior ac miserābilior esset. Addita
superbia ipsīus rēgis, miseriaeque et labōrēs plē-
20 miserāe ae
bis. Memorāta indigna Ser. Tullī rēgis caedes et
filia inventa corporī patris nefandō vehiculō. vehiculum-ī

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

2 quācumque: "wherever"; cf. quō and quā.
4 rentur: reor rērī ratus sum.  4-5 quidquid sit:
subject of esse.  5 temerē: "rashly, without purpose."
10 simul for simul ac (atque): "as soon as."
12-13 simulātum . . . fuerat: simulātum fuerat.
14 miserābilis -i: "miserable, mournful, deplorable."  
17 miserā: "miseriness, distress, affliction."  19 in-
vecta: in + vehe. If meaning is not clear, consider
(from the following sentence): Tullia per patris corpus
vehiculum egisse fertur. vehiculum: "vehicle" (wagon,
etc.).
(Poediaa iDhumanimique trâditur scelus, mo-
umentöque locus est--Scelerätum Vícum vocant--quô
ämëns agitantibus furii soröris ac virî, Tullia
per patris corpus vehiculum égisse fertur, contä-
5 minätaque ipsa respersaque, cruentö vehiculö, par-
cruntus tem sanguinis ac caedis paternae tulisse ad penä-
tês suös virique sui, quibus irräfis, exitüs malô
virf règni principiö similës prope diem sequerentum.)

Itaque, hís sceleribus foedís, inhumänís,
10 atröcibus, membrätís, invocätî ultörës parentum ëf.

AD LIBERATAM URBEM
(Prîmôribus tamen magis quam plëbf)

Hís atröciöribusque alîs membrätís, crë-
dô, quae rërum indignäts praesëns subîcit (haud-
quäquam scriptöribus relätû facilïa), Brûtus èrëc-
tam incënseamque multitûdinem impulit ut imperium
15 règni abrogäret, exsulësque esse iubëret L. Tarqui-
nium Superbum cum coniuge ac liberës. Ipse (id
est Brûtus), iüniöribus (qui ultrô nómina dabant)

5 respersa: cf. sparsa. cruentus -a -um: "bloody." 6 tulisse: repeat fertur. 8 viri
regnî: L. Tarquinî Superbi regni.
12 quae: antecedent alîs. prævensens:
when one is face to face with it, when it is present,
when it is happening. 13 scriptor -öris: "writer" (of any kind). relatu: supine, "to relate."
15 abrogo: "repeal, annul, take away, abrogate."
lœtis armâtisque, Ardeam inde in castra est pro-
frectus ad concitandum exercitum adversus régem.
Imperium in urbe Lúcrétio relinquit. Inter hunc
tumultum Tullia domó profúgit. Quácumque inoèdè-
bat, virî mulierésque parentum furiás invocávére.
Tulliam, quácumque inoèdèbat, populus exsecrátus
est.

Hárum rœrum múntiís in castra perlátís,
cum rëx, rë nová trepidús, pergeret Römam ad com-
primó-ere
10 primendós mótús (ad coercendós sëditiónis auctô-
rès), flexit viam Brútus né obvius fíeret. Brútus
enim rëgis adventum sënserat. Éodemque fœmë tem-
pore, diversís itineribus, Brútus (aliô itinere) iter itineri;
Ardeam, Tarquinius (aliô itinere) Römam vënérunt.

15 Tarquiniō rëgi clausae sunt portae exsiliumque
dëclârâtum: liberatórem urbí castra laeta accé-
père. Éxàctîque inde lîberî rëgis. Duo patrem exegi -ere
(nôn iam rëgem) secútî sunt, qui in Etrûscôs iê-
runt (ut exsulès). Sex. Tarquinius est inter-
20 fectus.

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4 profugio: pro + fugio; "flee away, escape."
6 exsecror: "curse, execrate."
9 comprimo: com- + premö -ere pressí 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 exigo
-ere -egi -actum (ex + ego): "drive out, drive away,
18 exact," etc. 18 qui: the verb (ierunt) shows that
the antecedent of qui is duo (not patrem). Therefore
qui had best be translated, "and they."

2 regnatum: sc. est. Translate, "kings ruled at Rome." 3 ad liberatam: urbem 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
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 -āvi -ātus are indicated by (1).

A

A. = Aulus

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

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

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

absolvō -ere -solvi -solūtum (ab + solvō), loosen, free, acquit.

abstergeō -ere -tersi -tersum (aba lab + tergeō), wipe off.

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

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

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

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

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

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

adeptus: see adīpiscor.

adf-: see aff-.

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

adhibēō -ere ui -itum, apply (hands) to, employ, call in.

adiiciō -ere -iēci -iectum, also adiciō (ad + iaciō), throw to; cast, add.

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

adīpiscor adīpisci adeptus sum: ad + apiscor.

adiungō -ere -iūnxī -iūn tum: ad + iungō.

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

adserō -ôris m. (cf. 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 -is 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, rivaling.
eaquitas -ātis f., fairness, equity.
eaquō (1), make level, make equal.
eaquus -a -um, equal, level, equitable, fair, just. aetas -ātis f., age.
affectō (1), affect, strive after, grasp, obtain. afligō -ere -flīxī -flīctum (ad + flīgō), strike, dash against, damage, etc.
agecum agitatum, the imperative of agō agere is combined with dum as an interjection: come! come, then!
agmen -inis n. (a moving or driven mass: from agō -ere), army (on the march), band. agō -ere ēgī ēactus.
alienus -a, -um, of or pertaining to another; not related, strange, foreign.
aliquamdiū, adv., for some time.
aliter, adv., otherwise.
alitiūdō -dinis f., height or depth.
alveus -ī m., a hollow, anything of hollow shape: trough, boat.
amb-, round, round about. ambiguous -a -um, ambiguous, doubtful.
ambitiō -onis f., a going round (amb-, eō) canvassing for votes; a striving, desire for something (office, honors, fame, etc.), push, intrigue, ambition.
ambo -ae -ō, both; declined like duo. ánēns -entis, out of one's mind, mad, crazed, senseless.
amicitia -ae f., friendship. amnis -is m., stream, river, etc. amplector amplectī amplexus sum, surround, embrace. angō -ere, press together, choke, distress. animadvertō -ere -vertī -ver-sum (= animum advertō), take notice of, punish; perceive. animus -ī m., soul, spirit, courage, etc.
antēa, adv., before, formerly. ánxius -a -um, anxious.
apiscor apisci aptus sum, reach, attain (to). appellō (1), appeal, sue; address, name.
apptēre -īvi and -īf -ītum (from ad + petō), reach to; used of motion, desire, attack: go to, seize on.
approbō (1) (ad-probō), approve, assent to. appropinquō (1) (ad-), approach.
apptus: see apiscor.
arbiter -trī m., bystander, witness, umpire, arbitrator.
arēo (1), arm, equip. arripīō -ere -ripul -reptum (ad + rapiō), seize, snatch. ārsī ārsum: see ārdeō.
arx arcis f., citadel, bulwark.
atrōx -ōcis, terrible, cruel. auctor -ōris m., originator or author of anything: defender, supporter, authority. auctorītās -ātis f., authority, approval.
auctum: see augeō.
audácia -ae f., courage, boldness, audacity, imper-tinent assurance ("nerve").

audeó audère ausus sum (depo-nent in perfect system), dare.

augeó -ēre auxī auctum, make to increase, grow; strength-en, make larger, enrich, etc.

augurium -I n., augury, omen. auxī: see augeó.
avunculus -ī, uncle.
avus -ī m., grandfather.

B

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

c. = Gāius.
cado -ere cecidī cásūrus.
caedo -is f. (from caedo -ere: to cut down), killing, slaughter.

caedo -ere cecīdī caesium, cut down, kill.
caelebs -libis, unmarried.
Derivative: celibate.
caelestis -e, celestial, heavenly, divine; plur.: the gods.

cæsus: see caedo.
carcer -eris m., prison.
cānitās -ātis f., dearness (both love and high price).
carpentum -ī, carriage, wagon.
carpō -ere carpāf carptum, pluck (off) (at).
castitās -ātis f., chastity.
castus -a -um, pure, chaste.
cāsus -ūs m., a fall, falling; anything that befalls (good, bad, or indifferent): accident, event, opportunity, disaster, etc.

causa -ae, cause, reason, case. causā, abl., on ac-count of, for the sake of (with gen., but meā causā, etc.).
caveō -ēre cāvī cautum, be on one's guard (against); familiar phrases: caveat emptor: let the buyer beware; cave canem: beware the dog!

cavō (1), hollow out, excavate.

cēdidī: see caedo.
cēdō -ere cessī cessum, go, yield.
cēnō (1), dine, eat.
cēnseō -ere -sūf -sum, give an opinion, resolve, order.
cernō -ere crēvī crētum, sift.
cessō (1), frequentative of cēdō -ere, cease, rest, be idle.
cieō ciēre cīvī cītum, move, shake, excite, summon.
cingō -ere cīnxī cīnctum, surround, gird. cingō: gird oneself.
circā, adv. or prep, with acc., round about, around.
citō (1), put into violent motion; cite, summon, call. citātus: rapid.
cito, adv. of citus, quick.
cīvitās -ātis f., a state; citizenship.
clādēs -is f., disaster, defeat.
clāmitō, intensive of clāmō, cry loudly, shout violent-ly. (1)
claudō (clūdō) -ere clausī clausum, shut, close.
coepī - coēptum, perfect tense from coepiō -ere: begin.
coērcō -ere -cūf -citum, enclose, restrain.
coetus -ūs m. (com + eō, fre), 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 colūf cultum, cultivate; dwell, inhabit; take care of, study, practise, worship.
comes -itis, companion (anyone who goes with).
comitia comitōrum n., the assembly of the people.
comitia consūlāria: assembly of the people for the election of a consul.
commēatus -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 (1), unite; conciliate.
concipīō -cipere -cōpf -ceptum (from capīō), take together; conceive.
concupiscō -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 -didi -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 -īcī -iectum (com- + iaciō), throw (together), cast.
conl.: see coll.
connūbiō -iscī -iscitum, the right of intermarriage.
cōnōr -ārī cōnātus sum, try, strive, undertake.
conscribō -ere -scripsī -scriptum, write together; enrol; compose; patrēs conscriptī = patrēs et conscriptrī, senators.
cōnserō -serere -serūf -serūm (the same root as in "insert," from con and serō -ere), twine together, tie, join. manum cōnserere (military): to engage.
cōnspeciō -ere -specī -spectum, look at, behold.
cōnstō -stāre -stītī -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 -īn., resolution, decree.
contemnō -ere -tēmī -temptum, despise, contemn, ridicule.
contendō -ere -tendi -tentum (con + tendō), stretch, strive (for), strain mightily, contend.
contingō -ere -tigī -tāctum, touch.
cōntīō -ōnis f. (= conventīō), assembly, public meeting.
contrā, opposite, against, in return, on the contrary.
contumēlia -ae f., insult, contumely.
cōpia -ae f., plenty; plur., supplies, troops.
cordī est, is dear to.
corrumpō -ere -rūpf -ruptum, destroy, spoil, corrupt.
corvus -ī m., raven.
cottidiē (cotidiē) = quoti-
die. daily, every day.
creō (1), create, elect.
crepō (1), creak, rattle,
make resound.
crēscō -ase crēvī cētum.
crēvī cētum: see cernō and crescō.
crīmen -inis n., charge,
accusation, crime.
crēminor -āri -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, gods), care,
culture, training, worship,
respect.
cum, not only, but also, both ... and especially.
cūnctus -a -um, all; the whole.
cupidītās -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,
attent, manage.

by fighting, judicially,

by
decet -ēre -uit, it is fit-
ting, it be-
comes.
déclarō (1), make clear, de-
clare.
decōrus -a -um, decorous,
fitting, graceful.
dēcrētum: see dēcernō; as
neuter noun: decree.
dēcrēvī: see dēcernō.
cēicus decoris n., grace,
glory, honor.
dēdecus -or: s n., disgrace,
shame; cause of the dis-
grace (crime, vice).
dēdō -ere -didī -ditum, give
up, devote.
dēfigō -ere -fixi -fixum, fix,
make fast, fasten into,
dēfungō -fungi -fūctus sum,
perform, finish.
dēinceps, one after another,
successively.
dēinde, adv. = dein, of time
or place: from that point;
then.
dēmō dēmere dēmpsi dēmptum
(dē + enō), take away.
dēmum, at length, indeed.
nunc dēmum: now at length.
id dēmum: that and that
alone (very emphatic "in-
deed").
dēpugnō -āre -āvi -ātum (dē +
pugnō), stronger than pugnō:
fight, struggle, contend
violently.
dēserō -ere -serūf -serūm,
desert, abandon; neglect.
dēsiderium -ii n., yearning,
longing, desire.
dēsignō (1), mark out; des-
ignate, elect.
dēsistō -ere dēstītī dēstī-
tum (dē + sistō), desist.
dēspondeō -āre -spōndī -spō-
sum, promise, betroth.
dēsum dē-sum, -esse, -fui,
"to be" plus dē: to be
away, to be wanting; to fail.
devoveô -ëre -vôvî -vôtum, devote, consecrate.
dî dif diîs dis: deî deîs.
differô differre distulî dîlâtum (from dis and ferô, bear apart), scatter, postpone, differ.
dîlâtum: see differô.
dûmicô -ëre -âvi (-uî) (dis + micô), fight, struggle (in arms).
dirimô -ere -ëmi -ëmptum (dis + emô, "take"), separate, divide, interrupt.
discernô -cëre -crëvi -crëtum, separate, discern.
discerpô -ere -cerpsî -cerpetum (dis + carpô, "pluck"), pluck to or tear in pieces.
dispâr -paris, unequal, unlike.
dîspônô -ere -possî -positum (dis + pônô, "take"), separate different places), distribute, arrange, dispose.
distulî: see differô.
dûvîdô -ere -vîsî -vîsum, divide, distribute, destroy.
dîvinus -a -um, divine, divinely inspired or sent, relating to a god.
dô dare dedî datus.
dône, adv., as long as, until.
dônum -î n., gift.
dubië, adv. from dubius -a -um: doubting, hesitating, doubtful.
dubitô (1), doubt, hesitate, be uncertain.
ducentèsimus -a -um, the two-hundredth.
duolîs -s, sweet, dulce, dulciter: sweetly.
dum (-dum), adv. nônum: not yet; nûllusdum: no one yet; similarly with other words. Conj.: while, until.
duodecim, twelve.
duodëni -ae -a, twelve each; twelve by twelve.

duplex -plicis, twofold, double.
dûrô (1), make or become hard or dry; endure, last.

eeduô (1), bring up, educate.
efferô efferre extulî ëlâtum (ex + ferô), bear out, bring forth, carry away, raise.
effigiês -êf f., effigy, image, copy.
egeô -ëre -uî, want, be in need, be without (with gen. and abl.).
ëgregius -a -um (from ë and grege), not belonging to the herd, extraordinary.
élâtus: see effero.
emô -ere ëmî ëmptum, basic meaning: take (cf. compounds), usual meaning: buy.
ëmptor -ôris m., buyer.
-ëns, a numeral adverb which tells how many times.
ënsimus -a -um, an ending of ordinal numerals; e.g., vićèsimus = 20th.
eô ëvî ëvitum.
egrà, prep. with acc., towards.
ërigô -ere ërëxi ërëctum, erect, raise, set up (right), arouse.
-essô -essere, intensive ending added to verbs: denotes earnest action; e.g., faecessô, do eagerly (iaciô), capessô, seize eagerly (cepiô), petessô, seek eagerly (petô).
ëtsî, conj., although; yet,
eventus -ús m. (from ēveniō, from ē and veniō), outcome, event.

exanimis -e, breathless, lifeless.

excīō excīère excīvī excitum (or excīō 4th conjugation) (from ex and cīō): see cīō; also, call forth.

exciō -īre: see excīō.

excipiō -īre -īps -īptum (ex + capiō), take out; except; catch (up), receive.

exemplum -ī n., example, copy, model.

exigō -īre -īgī -āctum (ex + agī), drive (out, away), exact, etc.

eximius -a -um (from eximō -ere, which is in turn from ex + emō: take out, take away), excepted, exceptional.

exitus -ús m., a going out; end.

exōrnō (1), adorn.

expediō -īre -īps -īptum (ex + pēs), disentangle, set free, bring forth.

expers expertis (ex + pars), having no part or share in.

faccērora -a -um, a household of slaves, a household, a family.

fâs, indeclinable n., (divine) right, law (ius = human law). fâs est: it is right, it is lawful.

fascis -is m., bundle; plur.: bundles of sticks carried by lictors before chief Roman magistrates, fasces.

fateor -ōrī fassus sum, confess, admit.

faveō -ōre fâvī fautum, favor,
help, protect.
favor -ōris m., favor, approbation.
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, exhausted.
festīnō (l), hasten.
figō -ere fixī fixum, fix, affix, transfix.
fiō fierī factus sum, passive of faciō -ere.
firmō (l), make firm, make secure, strengthen.
firmus -a -um, sure, firm, strong, powerful.
flamma -ae f., flame, raging fire.
flectō -ere flexī flexum, bend.
foedus -a -um, foul, horrible. 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. = essem, etc.
fōrmō (l), form, arrange, shape.
fors (abl. forte) f., chance, luck.
fortiter, adv. (from fortis -e: strong, brave).
forum -I n., an open space, market-place, forum.
frāus fraudis f., fraud; loss or injury. alicui fraudī esse: to hurt, harm, cause a loss to anyone.
frēnum -I n., plur. also: frēnī -ōrum m., bridle, reins.
frēquēns -entis, adj., crowded, filled, frequent.
frequenter: adv.
früstrā, in vain.
füdī: see fundō.
fungō (l), to double.
gemīnus -a -um, twin.
gēns gentis f., a clan, tribe, people, race.
-genti for -centi (from centum).
ōnus -eris n., birth, descent, race, class, kind, etc.
gerō -ere gessī gestus.
gignō -ere genuī genitum, beget, bear.
-gintā, ending of cardinal multiples of ten from 30 through 90.
globus -I m., round ball, globe; mass (of people), crowd.
gradiō gradī gessus sum, step, walk.
gradus -ūs m., step (in any sense).
gratia -ae f., grace, agreeableness, thanks, credit (favor with other persons).
grātiā = causā.
grātus -a -um, pleasing, charming; grateful.
gravidus -a -um, pregnant; laden.
grex gregis m., a herd (two-
legged, four-legged, winged, etc.).

H

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."
herēs -ēdis c., heir.
honestās -ātis f., honor, honorable character, reputation, worth.
honestus -a -um, honorable, beautiful, distinguished.
honor (honōs) -ōris m., honor.
hōra -ae 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 -ūm m. 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.
immineō -ere, (over)hang, threaten, be imminent.
imminuō -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.
immortālis -e (in negative and mortālis), deathless.
impellō -ere -pulī -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 -grā -grūm (in + piger), not slothful; active.
implēō -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 -cēssī -cessum (in + cēdō), go, etc.; happen to, befall.
incertus -a -um, not sure, uncertain, not clearly vis-
ible.
incidō -ere incidīf (in + cadō). incidō -ere incidīf incīsūm (in + cadō).
incīnō (1), bend, incline, yield.
increpō -āre -uī -ūtum (in + crepō), make a noise, up-braid, become known, etc.
inde, adv., of place: thence; of time: then.
indictus -a -um, in- = not.
indignus -a -um (in-, negative, and dignus, worthy).
infālix -īcis, in-, not and fālix, unfruitful, unlucky, unhappy.
Infestus -a -um, hostile, ready for battle; dangerous, unsafe.
Infimum -a -um (superlative of Inferus), lowest (opp. summus).
Infra, adv., below.
ingeniūm -ī n., nature, character, genius.
ingēns -entis, enormous.
ingenuus -a -um, free-born, noble; native.
inhibeō -āre -uī -ūtum (in + habeō), hold in or back; exercise, use.
inimicus -a -um (in + amicus), unfriendly, inimical; as noun: enemy.
inīquus -a -um (in + aequus), unequal, uneven, unfavorable, unfair.
inītium -ī n., beginning.
inīūria -ae f., injury, injustice.
iniussum m., an ablative case (in-, negative, plus iussū), without orders.
inrumpō -āre -rūpī -rūptum, break into, rush in.
Insideō -sidīre -sēdī -sessūm (in + sedēō), sit on.
Insidiae -ārum f., ambush, treachery.
Insidiātor -iris m., one who ambushes, traitor.
Insigne -is n., singular of insignia; signal, badge, token.
Insōns -entis, in-, not, + sōns, guilty.
Instituō -ere -uī -ūtum (in + statuō): set in, put into; institute; arrange, establish, train, teach.
Instō -āre -stītī -stātūrus, 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 -fārī -fātūs sum (inter + fārī [speak]), interrupt.
interimō -ere -ōmī -ōmptum (inter + emō, "take"), kill, destroy.
Interpōnō -pōnere -posū -posūtus (inter, between or among, + ponō -ere, put or place), interpose.
Interpres -pretis, lit.: explainer, one who acts as a mediator between— in any capacity; e.g.: interpreter, translator, messenger.
Interpreter -ārī -ātūs 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.
Intueor -ērī intuitītus sum, look at (in + tuōr).
Inultus -a -um, unavenged.
Invictus -a -um (in-, negative, + vincō -ere), unconquered, unconquerable (cf. English invincible).
Invitō (1), 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.

īūdex īūdicis (īūs + dicere), judge.

īūdicium -īn n., trial, judgment.

iungō -ere īūnxī īūctum, join.

iūrgium -īf n., quarrel, brawl, contention.

iūrō (1), swear, take an oath.

ius (4th declension) m., or iussum (2nd declension) n., command, order.

iuvēns -ētis f., youth, young men.

iūvō -are īūtum, assist, aid. iuvantibus dis: with God's help.

iūxtā, adv. and prep. with acc., near; equally.

L

L. = Lūcius.

lābor, lābi; lápsus sum, fall, slide, slip.

lac lactis n., milk.

laevus -ā -um, left (side or hand).

lapis -idis m., stone (any kind).

lāpsus -ūs m., a fall, sliding, slip. lapsus linguae: a slip of the tongue.

lēgātiō -onis f., (the sending of) an embassy; legation.

lēgātus -īs m., ambassador; also: second in command.

lēgō -onis f., a legion (altogether between four and six thousand men).

lēgō -ere lēgī lēctum, collect,

pick (out), choose, read.

lēniter, adv. (lēnis -ē: adj.), softly, mildly.

lentus -a -um, tough, pliant; slow, sluggish, inactive.

lentē, adv.: slowly, deliberately.

levis -ē (opp. of gravis), light, i.e., not heavy.

levō -āre -āvī -āvum, elevate, alleviate (note the derivation).

libertas -ētis f., liberty.

libet -ēre libuit libitum est, it pleases, it is agreeable.

libīdō -inis f., violent, desire, lust.

licet -ēre licuit (or licētum est), it (he, she) is allowed.

līctor -ōris m., lictor: a public attendant of a Roman magistrate (he carried the fasces).

lignēus -ā -um, wooden.

liqueō -ēre līcī, be fluid, liquid, clear.

loquor loquī locūtus sum, speak (of).

lūcus -īs m., (sacred) grove.

lūdērium -īf n., mockery, jest, laughing-stock.

lūdus -īs m., game, sport; school.

lūgeō -ēre lūxf, mourn, wear mourning, lament.

lūmen -inis n., light (literally and figuratively).

lūpā -ae f., a she-wolf; also: prostitute (cf. "bitch"). lupus -ī m.: wolf.

lūx lūcis f., light, day, daylight.
M. = Mārcus.
maestitīa -ae f., sadness, grief.
maestus -a -um, sad.
magister -trī m., master, teacher, head, etc. magis-
ter equitum: master of the horse, assistant to the
dictator.
magistrātus -ūs m., magis-
tracy (office) or magis-
trate.
malus -a -um, bad; and re-
lated meanings; comparative;
peitor -us; superla-
tive: pessimus -a -um.
mandātum -ī n., commission,
order.
maneō -ere māns I mansum.
mānes -ium m, plur., shades,
spirits of the dead.
mānō (1), flow, drip, spread.
manus -ūs f., hand, band (body
of men).
māturus -a -um, mature, ripe
(for).
memini -isse, remember, bear
in mind.
memor -oris, mindful, remem-
bering.
meritum -ī n., in good or bad
sense: merit, demerit; what
one deserves; reward, pun-
ishment; service.
met, particle added to pro-
nouns for emphasis: e.g.,
egomet, semet.
mētor -ārī mētātus sum, meas-
ure.
metuō -ere -uī -ūtum, fear,
be afraid.
metus -ūs m., fear.
mīcō -āre -uī, tremble; shine,
flash, sparkle.
migrō (1), migrate, to remove
(move) from one place to
another, depart.
mīlia -īum 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.
mīrābilis -ē, wonderful, ex-
traneous
mīrus -a -um, wonderful.
mīrum quam: it is wonde-
ful how.
miserābilis -ē, miserable,
mournful, deplorable.
miseria -ae f., misery, dis-
tress, affliction.
mītis -ē, mild.
modo, adv., only, just, just
now, nōn modo, not only.
omenia -ium n. (of a city),
walls, fortification, de-
fense.
mōlēs -is f., a mass of any-
thing, literally and fig-
uratively: e.g., heap, mass
of men, might, power, dam,
etc.
mōliōr -īrī -ītus sum, set in
motion, build, plot, strug-
gle, erect, cause, etc.
mollīō -īre -īvī -ītum, make
soft, mild.
mōmentum -ūn n. (= movimentum),
movement, motion; moment;
influence, weight.
mōnstrō (1), point out, show,
inform (against), demon-
strate.
mōs mōris m., custom, manner,
fashion, mode.
mōtus -ūs m., motion.
mūliebrīs -ē, womanly, fem-
inine; effeminate, womanish.
mulier -ēris, f., a woman.
multitūdō -inis f., a large
number (multitude).
mūniō (moeniō) -īre -īvī -ītum,
build moenia, build, sur-
round, defend.
murus -ī m., wall.

novelty.

novē (1), make new, renew, re-
vive, alter.

novus -ā -um, new, novel,
young.

nocē -ae f., harm, fault,
crime.

nōbus -ere nūpsī nūptum,
veil, put on the veil,
to marry (of a woman).
nūmen -inis n., a nod, es-
pecially of a deity; so:
a divine will, command,
etc.

nūntius -a -um, announcing;
as noun: messenger, news.
nūntiō (1), announce.
nūper, adv., lately.
nūpsī: see nūbō.
nūptus -a -um: see nūbō.
nūpta as noun: bride, wife.
nurus -ūs f., daughter-in-
law.
nusquam, adv. (negative of
usquam), nowhere.
nūtrīx -īcis f., nurse.

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N

nancīscor nancīscī nactus
(nāctus) sum, get, find,
meet (with).

nē, adv.: not; conj.: that
not. nē . . . quidem, not
even.

nec: see neque.

cesse, necessary, unavoidable.

nēfandus -a -um (ne + fārī),
that may not be spoken of,
impious.

nēfās n., indeclinable, any-
thing wrong in the sight of
the gods; a sin; a crime.

nēguāquam, adv., by no means.

nēsciō, negative of sciō
-īre: to know.

nē = nēve, nor, or not, and
not.

neuter -tra -trum (ne + uter),
neither of two.

nē = sī nōn = nē. quid nē?
why not?

-nē (-nae -na), endings of
distributive numerals; e.g.,
binē: 2 each; 2 at a time.

nimbus -Ī m., (rain) storm,
cloud.

nītor nītī nīsus (nīxus) sum,
rest or lean on; strive,
endeavor.

nōbilis -e, noble; well-
known.

nōbilitō (1), make known, re-
owned.

nōlō nōlle nōlūf (cf. volō,
wish), not to wish, be un-
willing. nōlf + inf. =
don't.

nōndum, not yet.

novem, nine.

novitās -ātis f., newness,
obversor -ārī -ātus sum, appear (before).
obviam, adv., in (on) the way; with ire, etc., to meet, oppose.
obiīus -a -um (ob + via), in the way: often with verb =
meet; e.g., dare sē obviēm, obviam (adv.) ire: in hos-
tile manner = oppose.
occūdō -ere occūdī occūsum
(ob + caedō), knock down, kill.
occultus -a -um, secret, oc-
cult.
occurrō (1), attack, seize,
occupy, anticipate, do
something first.
ōcīor ōcīus, adj. compara-
tive, swifter.
ocē, eight.
odōsus -a -um, hateful, odi-
ous.
odīum -ip n., hatred, odium.
onus -erīs n., load, burden.
opportūnus -a -um, opportune,
suitable, favorable.
ops opīs f., plur.: opēs -um,
might, power; re-
sources, forces.
ōra -ae f., edge; also = li-
tus -oris.
orbīs -is m., anything that
is round; e.g., orb.
orbūs -a -um, bereft, de-
prived of (parents or chil-
dren).
ōrdōr -īrī ōrsus sum, begin, 
commence.
orīgō -inis f., origin,
source; birth, descent.
orīor, orīrī, ortus sum,
(a)rise, begin, be born.
orīundus -a -um (cf. ortus),
arising from, born of.
ōrrō (1), equip, adorn.
ōrsus: see ōrdōr.
ostendō -ere ostendi ostentum,
show.
ōtium -if n., ease, peace,
idleness.

P

P. = Pūlius.
pactum -ī n., bargain, treaty,
pact.
pāctum: see pangō.
paeniteō -ere -ui, regret, re-
pent.
palūs -ūdis f., stagnant
water, marsh, swamp.
pandō -ere pandī passum,
stretch, spread out, ex-
pand; throw open. crīni-
bus passīs: hair dishev-
elled.
pangō -ere pepīgī pāctum,
fasten, fix, stipulate.
parcō -ere peperī (parī)
parīs, spare, be spar-
ing, refrain from.
pāreō -ere -ui -itum, obey.
parī -ere peperī pertum
(parītūrus), bring forth,
produce.
parricīda -ae c., lit.: par-
ricīde, one who kills a
parent; also: one who kills
a near relative, etc.
parsī parsīrus: see parcō.
partīm, partly.
partīs -ūs m., birth; act of
bringing forth, that which
is brought forth.
parum, adv. (cf. parvus), too
little, not enough; compara-
tive: minus, less; superla-
tive: minimē, least, by no
means.
passeō -ere -uī, be open, lie
open, be exposed to, ex-
tend.
patior patī passum sum,
suffer, permit, bear, en-
dure, last.
patrīcius -a -um, adj. and
noun, patrician, noble.
patrius -a -um, adj., relat-
ing to father, ancestor,
and father-land. patria
-a: sc. terra.
pau̇cī -ae -a, a few.
paulisper, adv., a little while.

pevidus -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 pulip pulsâm, strike, drive, push; impel, expel, repel, propel.
penâtês -um m., family deities; also: dii penâtês.
penes, prep. with acc., with, in the hands of.
penitus, deep within.
pênùria -ae f., want, need, penury.
pepercl: see parô.
peperl: see parô.
pepigl: see pangô.
per- (with adjectives), very; (with verbs), through, thoroughly.
percellô -ere -culî -culsum, strike (down), shatter, daunt.
peregrinus -a -um, foreign, strange.
pereô -ire -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.
pergô -ere rôxî -rêctum, continue, proceed (with).
perpetuus -a -um, continuous, perpetual.
persôna -ae f., mask worn by actors; part, character.
pertineô -ere -tinif (per + teneô), reach (to); pertain to.
pervigilô (cf. vigil), be awake through the night, watch.
esse), present, being present; with deus, giving aid, propitious.
praesidium -ii n., praeb (be-
fore) + sede (sit), protection, defence, guard.
praestō -āre (praeb + stō), stand before, excel, surpass.
praesum -esse -ful, to be be-
fore or ever; be chief, govern; to be placed in charge of.
praeter, adv. and prep. with acc., more than, except, beyond.
praeterquam, except, praeter-
quam quod.
primor -ōris, the first; pri-
mōrēs -um m., the most il-
lustrious.
princeps -cipis c., adj. and noun, first, chief (prīmus and capiō).
prior -us; gen., -ōris, first, former.
prīscus -a -um, ancient, former, elder.
prius (quam), adv., before, previously.
probō (1), examine, prove.
prōcēdō -cēdere -cessi -cessum,
proceed, go before or forth.
prōcēdō -cre -if -itum, go or come forth or forward.
prōdīgium -ī n., prodigy, omen.
prōdē -ere -dīdī -ditum (prō + -dō, put), bring forth, hand over, give up, betray.
prōducō -ducere -dūxī -dūctum
(prō + dūcō), lead forth, lead forward.
proelium -if n., fight, battle.
profectō, adv., surely, in-
deed, truly.
profectus: see proficīscor.
professus: see profiteor.
proficīscor -fiscī -fectus
sum, set out, go.
profiteor -ērī professus sum
(prō + fateor), acknowledge,
confess, profess.
profugiō (prō + fugiō -ere),
flee away, escape.
profugus -a -um, fleeing,
fugitive, exiled.
prōgeniēs -ē f., race,
progeny, descendants.
proinde, adv., then, there-
fore, accordingly; in like manner.
properē (1), hasten.
propinquus -a -um (cf. prope,
adv.; and the comparative and superlative: propter,
proximus), near, neighbor-
ing.
propitius -a -um, propitious,
favorably inclined.
prōsum prōdesse prōfi,
to be of use, of advantage.
prōvocātiō -ōnis f., an ap-
peal (legal).
prōvocō -vocāre -vocātī -vo-
cātus, call forth, chal-
lenge, provoke.
pte, enclitic particle attached to abl. of per-
sonal pronouns.
pūbēs -eris, arrived at pu-
berty, adult.
pūlico (1), make public;
confiscate.
pudicitia -ae f., modesty,
chastity, bashfulness.
pudicus -a -um, modest,
chaste.
pūtō (1), reckon, consider,
believe, suppose, reflect.
Q
Q. = Quintus.
quadragēnsimus -a -um, the fortieth.
qualis -e, of what sort;
(such) as.
quamvis (quam + vis, you
wish), although, however much, as much as you wish. quandô, when, since, when? ever.
quater, numeral adv., four times.
quatiô -ere quassî 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-) (quî + libet, it pleases), any (anyone) it pleases you, any you will, anything.
quin, that, that not, but that, without, from; why not? = cûr nôn? = virtual command or exhortation (quin cingeris = gird yourself). quin etiam: rather.
quingentî -ae -a, five hundred.
quinqüâgintâ, fifty.
quippe, conj., since; indeed; to be sure.
Quirîtës -ium m., Roman citizens.
quisnam? quidnam? quis? and nam added for emphasis.
quisquam quaequam quidquam (quicquam), anyone, anything.
quisque quaesque quiqüe (quodque), each, every (one, thing). suum oüile: to each his own; optimus quisque: all the best; primus quisque: the first possible; primô quoque tempore: on the very first occasion; often takes a plural verb. decimus quisque, one in ten.
quisquis quaesquae quiqüid (quicquid), quodquod, whatever, whatever; any. quiqüid civium: however many citizens, all the citizens who.
quô . . . eô with comparatives = quantô . . . tantô, the . . . the; by how much . . . by so much.
quondam, at a certain time (past or future), once, sometime.
find, discover.
res rei f., thing, affair. res publica, rei publicae, re-public, state, commonwealth (sometimes without publica).
respicio, re- + -spiciô.
retrahô -ere -trâxî -tractum (re- + trahô), to draw, drag forth, back or again.
retuli: see referô.
rei -i m., defendant.
refeô -ëre risî risum, laugh.
rîxa -ae f., quarrel, strife.
rôbur -oris n., strength; oak.
rumpô -ere rûpî ruptum, break, burst, break through; destroy.
rûo -ere rûtum, run, rush; fall, be ruined.
rûpês -is f. (from rumpô -ere, break), rock, cliff.
sacerdôs -dôtis, priest, priestess.
saeviô -ire -if -Itum, rage, be furious.
saliô -ïre salûtâ saltum, leap, jump.
saltem, at least, at all events.
salvus -a -um, safe and sound.
scelerâtus -a -um, polluted, profaned, wicked, impious, accursed.
sclus -eris n., wickedness, crime.
sclîcîcet (from scîre licet), of course, undoubtedly; ironically, to be sure, forsooth; in the footnotes, understand, supply.
scribô -ere scripsî scriptum, write: draw, describe, en-
treat, enrol, etc.
scîptor -ôris m., a writer (of any kind).
scûtum -î n., a shield.
sê- apart.
sêcôô -ere -cessî -cessum, go apart, withdraw, secede (sêcessîô -onis f., noun).
sêcerno -ere sêcërî sêcrêtum (sê- + cerno), separate, set apart.
sêcérî sêcrêtum: see sêcernô.
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.
sêdô (1) (cf. sedeô -ëre, sit), cause to settle; soothe, quiet, calm.
sêmâl, numerical adv., once.
sêmêt, sê + met (emphatic particle).
senatis -î or -ûs, senate; meeting of the senate.
senex senîs, adj. and noun; comparative: senior, adj. and noun, old, aged.
sententia -ae f. (from sentîre, to feel, to think), anything one thinks or feels, thought, opinion, judgment; meaning.
sepeligô -ire sepeleIV (-î) sepultum, bury, burn, etc.
sepûtûras -as f., burial, sepulture.
Ser. = Servius.
sermô -ônis m., talk.
serrô -ere serüf sertum, join, weave; cf. English in-sert.
serrô -ere sêvî satum, sow.
sârûs -a -um, late, too late.
servitium -îf n., slavery, servitude.
servîtûs -tûtis f., slavery, servitude.
seu = sîve.
Sex. = Sextus.
sexaginta, sixty.
signum -i n., sign, signal, (military) standard.
silentium -ii n., silence, freedom from disturbance.
simul, adv., at the same time (as); simul ac (atque), ac = as.
simulatio -onis f., simulation, pretence.
sin, but if; sīn minus, but if not.
sincerus -a -um, pure, sincere.
singuli -ae -a, one each; one by one.
sinister -tra -trum, left (hand).
sinō -ere sīvī situm, place, put (down); permit, allow.
sistō -ere stetī (stitū)
statum, stand still, make to stand, place, stop.
socer -eri m., father-in-law.
societas -ātis f. (cf. socius), society, alliance.
soleō -ère solitus sum, to be accustomed, to be used.
solium -il n., chair of state, throne.
solvō -ere solvī solūtum, loosen, set free, untie.
sōns sōntis, guilty.
sōpiō -ire -ivī (-ī) -ītum, put to sleep, lull, stun.
sordidus -a -um, sordid, dirty, poor, mean, base.
sors sortis f., lot; fate, fortune, duty.
Sp. = Spurius.
speciēs -ēs f., appearance, sight, look.
spectaculum -i n. (from spectō -āre, look at), a spectacle, show.
specus -ūs m. f. and n., a cave.
spernō -ere sprēvī sprētūm, spur, scorn, despise, etc.
-spiciō -spicerē -spexī -spectum, spy, look at, see.
spolium -iI n., hide stripped from animal, arms stripped

from enemy, spoil.
spondeō -āre spopondī spōn-
sum, pledge, promise, be-
troth.
spontē, abl., with the free will of; voluntarily. suā
sponte, of his own accord, of itself.
sprēvī sprētūm: spernō.
statīo -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.
statūo -ere -ui -ūtum, set
up; believe, resolve, de-
cide.
sternō -ere strāvī strātum,
stretch or spread out.
stitū: see stō and sistō.
stimulō (1), goad, annoy, in-
cite.
stirps stirpis f., trunk (of
tree); shoot, stalk, root; offspring.
stō -āre stetī (stātūrus).
strepō -ere -ul -itum, make a loud noise (of any kind).
stringō -ere strīnxī strictum,
draw, bind (together); draw off, unsheathe; touch lightly, graze.
studium -iI n., zeal, devotion to.
stultitia -ae f., silliness, stupidity.
stupeō -āre -ui, to be stunned, stupefied, as-
tounded, amazed.
stuprō (1), rape, defile.
stuprum -iI n., rape.
subeō -ire -iI -ītum, to go under, to go up (from
under), undergo, approach to, come after, etc.
subiciō, v. subiciēō.
subiciō -ere subiēcit -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 suétum, to
become accustomed to.
sūmō -ere sūmpsi sūmptum (sub
+ emō), take, assume.
superbia -ae f., pride (often
in bad sense: arrogantia et
insolentia).
superstes -stitis, surviving.
supplicium -i f. n., entreaty;
prayer; punishment.
suprā, above.
suspendō -ere -pendī -pēnsum,
hang up, raise up; be un-
certain, in suspense.
sustulī: see tollō.

T

T. = Titus.
tacitus -a -um, silent,
tacit, unmentioned, quiet
(tacitē, adv.).
taedium -i f. n., disgust,
loathing.
tamquam, just as, as if;
tem . . . quam, so . . . as

tangō -ere tātī tāctum,
touch, seize, hit.
tāctum -i n., roof, house.
tāctum: see tegō -ere.
tegō -ere tēxī tēctum, cover,
protect, conceal.
temerē, adv., rashly, without
purpose, by chance.
tempestās -ātis f., season,
time, weather, bad weather,
storm, tempest.
templum -i n., a consecrated
space, a temple.
tendō -ere tēnendī 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 tergeō.
tēxī: see tegō -ere.
titulus -i m., a title.
tollō -ere sustulī sublātum,
raise, take up; take away.
torpeō -ēre, be stiff, tor-
pid, numb.
torquis -is m., something
twisted or curved.
tot, indeclenable, so many.
tot. . . quot, so many . . .
as.
trahō -ere trāxī tractum,
draw, drag, lead (along,
out, etc.).
trānsferō -ferre -tulī -lā-
tum, carry across; trans-
fer, translate.
trānsigō -ere -ēgī -āctum
(trāns + agō), drive
through; finish, transact.
trānsiliō -i īre -siliū, spring
over or across, pass over
(trāns + salīō, leap).
trecentēnsimus -a -um, the
three-hundredth.
tredēcim, decem et trēs (13).
trepidus -a -um, restless,
alarmed, alarming.
tribūnicius -a -um, adj. and
noun, tribunicial; an ex-
tribune.
tribūnus -i m., tribune.
trigeminus -a -um, threefold,
triplet.
tueor ērī 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.
tutor -ōris m. (cf. tueor),
protector, guardian.

U

ulter -tra -trum, comparative:
ulterior; superlative:
ulti¬mus. ulterior:
further, ulterior. ulti¬mus:
farthest, last, ex¬tremest, remotest. ultrā:
on the other side, beyond, further. ultrō: = ultrā:
besides; of one's own ac¬cord, voluntarily.
ультimus: see ulter.
ultrā and ultrō: see ulter.
umquam, adv., ever.
unde, adv., from where,
whence.
undecim, eleven.
undique, on or from all sides.
ūnicus -a -um (from unus),
only, unique.
ūniversus -a -um, whole; ūni¬versī -ae -a, all together.
umquam, adv., anywhere.
ut . . . sic, as . . . so
also, although . . . yet.
uter utra utrum, gen., utrīs, dat., utrī, which (of two).
uterque utraque utrumque (see
uter for declension), each
(of two), both, either (of two).
utrīnguis, adv., on both sides.
utōr utī ūsus sum, use, enjoy,
etc.
vacuus -a -um, void, free
from, empty (cf. English
vacuum and vacant).
vagor -ārī 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.
vātēs vātis c., bard, seer.
vehiculum -ī n., vehicle
(boat, wagon, etc.).
vehō -ere vexī 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. vērūm -ī
n., truth. vērē: truly, in
truth, rightly. vērō =
vērē, really, indeed, in
fact, but indeed, to be
sure. vērūm = vērē, but,
but yet, still.
vēstibōlum -ī, entrance-
court.
vetō -āre vetū petītum, for¬bid, prohibit, prevent (cf.
English veto).
vetus -eris, adj., old, an¬cient.
vētustās -tātis f., age, an¬tiquity (cf. vetus -eris,
old).
vexī: see vehō.
vīcīnus -a -um, neighboring.
vīcis (gen. sing.; no nomina¬tive), (inter)change, al¬ternation; place, post,
duty; fate, lot. vicem, in
vicem, per vicēs (+ adverbial uses with other prepositions), alternately, by turns; other adverial uses including vice: in place of, instead of.

victor –ōris m., victor, conqueror.

victūria –ae f., victory.

vīcus –ī m., street, district.

viduus –a –um, deprived, bereaved of, widowed.

vigil –īlis, wakeful, watchful.

vinciō –īre vīnxī vīctum, bind, fetter.

vinculum: see vinculum.

vincō –ere vīcī vīctum, 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.

vīso –ere vīsī vīsum, stronger than videō –ēre; also, go to see.

vīvō –ere vīxī vīctum, 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 –ere 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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