

CRIME

Objectives

- to present comparative constructions with *quam* and with the ablative of comparison
- to present the formation and use of positive, comparative, and superlative adverbs

The Story

1. The banquet now over, attention shifts to a misfortune suffered by Eucleides. The hazards of urban life appear again (cf. the fire in Chapter 30), but this time as they affect a member of a well-to-do family. The violence suffered by Eucleides at the hands of thieves is matched at the end of the chapter by Juvenal's description of gratuitous violence in the streets of Rome. (Students will recall Marcus' dream of being attacked by thieves in Chapter 26.)
2. *Postquam ... iit* (1): the perfect tense after *postquam* is often best translated into English as a pluperfect.
3. Have students deduce the words *concurrere* (6), *dēfendere* (19), and *difficultās* (21). Have them deduce the present participle forms *intransēs* (12) and *ridentēs* (20).
4. The positive adverb *facile* (18), the comparative *celerius* (18), and the superlatives *celerrimē* (6) and *fortissimē* (19), all glossed in the vocabulary (except for *celerrimē*, which was introduced in Chapter 14), pave the way for the notes on the formation of adverbs later in this chapter.
5. The deponent verb *cōnsecūtī sunt* (18) should be treated as a vocabulary item at this stage; deponents will be discussed formally in Chapter 37.
6. Structures: Condensed sentence (with inversion of verb): *Mihi est adēptum baculum, adēpta pecūnia*. (20).

Lectiō:

Postquam Aurēlia cubitum iit, Cornēlius adhuc in atrio manēbat sollicitus. Eucleidēs enim mane ierat domum frātris quī in colle Quirīnālī habitābat. Iam media nox erat neque Eucleidēs domum redierat. Quid eī acciderat?

Tandem intrāvit Eucleidēs, sanguine aspersus. Cornēlius, "Dī immortalēs! Quid tibi accidit?" clāmāvit. Eucleidēs nihil respondit; ad terram ceciderat. Statim servī ad atrium vocātī celerrimē concurrerunt. Eucleidēs in lectō positus est et vulnera eius lauta atque ligāta sunt. Diū iacēbat immōbilis. Tandem animum recuperāvit et lentē oculos aperuit. Postquam aliquid vīnī bibit, rem tōtam explicāvit.

7. Notes on case usage:

- a. Dative indirect object with compound verbs: ... *poētae cuidam occurrī*... (9), ... *ubi insulae iam appropinquābāmus*... (11-12)
- b. Dative with special verbs: ... *vix eī crēdidī* (11).
- c. Dative of separation: *Mihi est adēptum baculum, adēpta pecūnia*. (20)
- d. Partitive genitive: *aliquid vīnī* (8) *nihil periculī* (16).

8. **Marcus Valerius Martiālis** (9-10): Students have already met several of Martial's epigrams in Chapter 25. Born in Bilbilis, Spain, about A.D. 40, Martial went to Rome in A.D. 64, the year of the Great Fire, when Nero was Emperor. Soon after Eucleides' encounter with Martial, the poet was to write a collection of epigrams celebrating the dedication by Titus of the Flavian Amphitheater or Colosseum (A.D. 80) (see Chapter 47). For further information on Martial, see *The Oxford Classical Dictionary*, pp. 652-653.

9. For the police protection available in the streets of Rome, see *The Oxford Classical Dictionary*, "Police," page 851. The *vigiles* or fire brigades established by Augustus (see page 22 of Chapter 30 in the student's book) were of some help. Augustus also established the office of *praefectus urbī* (see *The Oxford Classical Dictionary*, p. 258). The Pretorian Guard (*cohors praetōria*; see *The Oxford Classical Dictionary*, pp. 873-874), created by Augustus and assigned to protection of the Emperor, could intervene in extreme urban crises.

10. The issue of street crime in ancient Rome, with its obvious parallels in modern urban life, is a topic for class discussion and possible project work. Discussion of ancient street violence, its causes, and measures taken against it could lead to assignment of an essay topic comparing violence in ancient Rome with street violence today. See *Daily Life in Ancient Rome*, pp. 47-51, and *Rome: Its People, Life and Customs*, pp. 37-40.

"Hodie māne, dum in urbem dēscendō, poētae cuidam occurri cui nōmen est Marcus Valerius Mārtiālis. Breviōre itinere mē dūxit ad eam īnsulam in quā habitat frāter meus. Plūrima dē praedōnibus huius urbis mihi nārrāvit. Ego tamen vix eī crēdidī. Sed, ubi īnsulae appropinquābāmus, hominēs quōsdam in popinam intrantēs cōspeximus. "'Cavē illōs!" inquit Mārtiālis. ' Illī sunt praedōnēs scelestissimī. Nocte sōlus per hās viās ambulāre nōn dēbēs."

"Tōtū diem apud frātrem meum mansī. Post cēnam optimam domum redire cōstituī. Quamquam nox erat, nihil periculī timēbam. Sēcūrus igitur per Subūram ambulābam cum subito ē popinā quādam sē praecipitāverunt duo hominēs quī fustēs ferēbant. Timōre affectus, celerius ambulābam. Facile tamen mē cōsecūtī sunt. Ab alterō percussus sum, sed baculō mē fortissimē dēfendī. Tum ā tergō ab alterō correptus ad terram cecidī. Mihi est adēptum baculum, adēpta pecūnia. Abiērunt illī ridentēs. Diū prōnus in lutō iacēbam. Tandem surrexī et summā difficultāte domum redīī."

Cornēlius, "Doleō quod vulnera gravia accēpistī. Stultissimus tamen fuistī."

Cui Eucleidēs, "Ita verō, domine! Sed iam prūdentior sum. Nōn iterum nocte sōlus per viās urbis ambulābō."

Vocabulary List XXXVA

1. collis, collis M. hill i-stem because _____
declension: collis collēs
collis collium
2. Quirīnālis, e Quirinal (referring to the Quirinal Hill, one of the seven hills of Rome) colli collibus
collem collēs
colle (ī) collibus
3. deus, ī M. god (deist) N. B. The convention in modern Latin is to spell deus with a small case "d" for the pagan gods, but Deus for the monotheistic god.
4. Dī immortālēs! Immortal gods! N. B. deus has three nominative plurals:
5. vulnus, vulneris N. wound (vulnerable) declension: deus deī, diī, dī
deī deorum
deo deīs (diīs)
6. ligō, -āre, -āvī, -ātus to bind up deum deos
deo deīs (diīs)
7. sēcūrus, a, um carefree, unconcerned
8. concurrō, concurrere, concurrī, concursurus to run together, rush up
9. crēdō, crēdere, crēdidī, crēditus + dative to trust, believe
cf. noceō _____, faveo _____; placeo _____
cf. Crēdō in unum Deum, etc. _____

Vocabulary List XXXVB

1. Subūra, ae F. Subura (section of Rome off the Forum, known for its night life)
2. fūstis, fūstis M. club i-stem because _____ fūstis fūstēs
3. timor, timōris M. fear (timorous) fūstis fūstium
4. affectus, a, um affected, overcome fūstī fūstibus
5. dēfendō, dēfendere, dēfendī, dēfēnsus to defend fūstem fūstēs
6. celerius Adv. more quickly fuste fustibus
7. facile Adv. easily
8. cōsecutī sunt they overtook (deponent verb: pass. in form; act. in meaning)
9. Fāmā nihil est celerius. Nothing is swifter than rumor. (Vergil, Aeneid IV, 174)
10. percutiō, percutere, percussī, percussus to strike syn. feriō, ferīre, etc.
(percussion)

Vocabulary XXXVC

1. fortissimē Adv. most/very bravely
2. tergum, ī N. back, rear
3. pronus, a, um face down (prone)
4. gravis, e heavy, serious (gravity)
5. corripīō, corripere, corripuī, correptus to seize, grab
6. summus, a, um greatest, very great (summā cum laude - with greatest praise)
most distinguished university honor on diplomas)
7. adimō, adimere, adēmī, adēptus + dative of separation to take away from
e. g. adimere dulcia infantī
8. difficultās, difficultātis F. difficulty

Vocabulary XXXVD

1. diligēns, (diligētis) diligent, painstaking, thorough
1 termination adj. diligēns diligēns diligētēs diligentia
2. longē Adv. far diligētis diligētis diligentium diligentium
3. certus, a, um certain diligētī diligētī diligentibus diligentibus
4. rēctus, a, um right, proper diligētem diligēns diligētēs diligentia
5. quam.....+ superlative = as.....as possible
e. g. quam celerrime as quickly as possible
6. Altius, citius, fortius. Higher, faster, stronger. (Motto of the Olympic Games)
7. multō much (lit. by much)
8. paulō little (lit. by a little) N. B. Both multō and paulō are used with
comparative forms to indicate the degree of
of difference. This is called the
ablative of degree of difference.

Grammatica Latīna

I. Ablatīvus Comparatīōnis:

Latin sentences in which direct comparisons are made may take one of two patterns:

e.g. Annus scholasticus Americānus est brevior quam annus Germānicus.
or annō Germānicō.

The second method is called the ablative of comparison.

We may find the ablative of comparison also after comparative adverbs:

e.g. Marcus lentius Sextō ambulat. Mark walks more slowly than Sextus.

II. Comparatīō Adverbiorum:

A. Gradus positīvus:

1. For 1st and 2nd decl. adjectives, add -ē to the gen. sing. base.

lentus (lentī) + ē = lentē slowly
pulcher (pulchrī) + ē = pulchrē beautifully
miser (miserī) + ē = miserē miserably

2. For third declension adjectives, add -iter to the base.

procāx (procācī) + iter = procāciter insolently
fortis (fortī) + iter = fortiter bravely
celer (celerī) + iter = celeriter quickly
acer (acrī) + iter = acriter sharply

EXCEPTIONS: a. facilis becomes facile easily

- b. Add -er to the base of adjectives ending in -ēns

e.g. prūdēns (prūdētī) = prūdent + er = prūdentē wisely

B. Gradus comparatīvus:

The comparative degree is the same as the neuter singular nominative form of an adjective and ends in -ius.

e.g. lentius = more slowly, rather slowly, too slowly, quite slowly

EXCEPTION: magis more

C. Gradus superlatīvus:

For the superlative degree of the adverbs, drop -us from the nom. sing. masc. form of an adjective and add -ē.

e.g. lentissimī + ē = lentissimē most slowly, very and extremely slowly.

EXCEPTION: plūrimū = most

Language Activity Book

1. Activity 35a is intended to emphasize the difference between adjectives and adverbs as they are used in sentences.

2. Activity 35b gives further practice with the formation of adverbs.

3. Activity 35c contrasts the comparative construction with quam with the construction with the ablative.

4. In Activity 35e, students must keep in mind the meanings of the comparative and superlative other than "more" and "most."

HISTORY V

p. 78

Illustration

There is a lot of subtext in this particular work of art. Both Cicero and Archimedes were murdered by Roman soldiers — Archimedes in 212 B.C. during the Roman siege of Syracuse, and Cicero in 43 B.C. by order of Mark Antony. Students should be reminded that Archimedes was the great Greek mathematician, engineer, and inventor, among whose many contributions were the whole science of hydrostatics, and the theory of levers and pulleys that is fundamental to mechanical physics. "Give me a place to stand," said Archimedes, "and I will move the world."

Cicero specifically wrote about Archimedes, both in *De Republica* and in *Tusculanarum Quaestionum*. Cicero devoted special attention to discussion of Archimedes' planetarium or "sphere" which had been brought to Rome. He also wrote about Archimedes' tomb, constructed as a cylinder around a sphere with the special relation that Archimedes had discovered between these two physical bodies. That tomb is pictured in the artwork.

The subtext in this painting has much to say regarding the durability of intellectual achievement compared with the political exigencies of a moment. It is worth touching on this topic in class if time permits. Encourage an interested student to explore the matter in the form of a report on the lives and deaths of Cicero and Archimedes, or on the interest Cicero took in the great works of Archimedes.

History List

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|--------------------------|--|
| 1. Marcus Tullius Cicero | consul in 63 B. C. |
| 2. novus homō | one who makes it politically without benefit of class and/or great wealth |
| 3. First Triumvirate | Caesar, Pompey, and Crassus |
| 4. Pharsalus | the battleground area of Caesar's defeat over Pompey in Greece |
| 5. Venī, vīdī, vīcī | Caesar's famous dispatch to the Senate in Rome after his victories in Pontus in northern Turkey (I came, I saw, I conquered) |
| 6. dictātor perpetuus | <u>dictator for life</u> , title given to Caesar in 44 B. C. |
| 7. March 15, 44 B. C. | assassination date of Julius Caesar |

WORD STUDY IX

Objectives

- to explain the formation of Latin adjectives with the suffixes -ōsus, -idōsus, and -bilis
- to present the English derivatives of such adjectives
- to give examples of Latin words and expressions in current use in the legal profession

Latin adjectives in -ōsus are not the only source of English words ending in -ous. Latin adjectives ending in -ius, -eus, and -uus may also become English words which end in -ous, e.g., *strēnuus*, *strenuous*; *dubius*, *dubious*; *igneus*, *igneous*.

Students should learn the anglicized pronunciation of the Latin legal terms in Exercise 4, contrasting it with their own classical pronunciation. For some of the terms the difference in the two pronunciations will be relatively slight, as in the case of *nolo contendere*. For those with markedly different pronunciations, the following guide will be useful:

prima facie (prī' mā fā' shē)	delicti (de lik' tī)
subpoena (sə pē' nā)	fide (fid or fī' dē)
habeas (hā' bē əs)	jure (joor' e)

For more information on Latin in the law, see a legal dictionary such as *Black's Law Dictionary*. An instructional unit on legal Latin is provided in *Legal Latin: Teacher's Guide*. *Legal Terms* is a useful chart to display while this section is being taught. For a comprehensive study of Roman law and legal practice, one may consult *Law and Life of Rome*.

Have students keep a file of clippings from magazines and newspapers of Latin legal phrases. Seeing such phrases in use is a great incentive for learning them. Individual students could be assigned one of the phrases in Exercise 5 and asked to be on the lookout in newspapers and magazines for examples or illustrations of these legal maxims today. This could be a month-long assignment, and at the end of the given time information could be presented to the class orally and visually.