

TO FATHER FROM SEXTUS

Objectives

- to present semi-deponent verbs
- to present uses of present participles and their forms

The Story

1. A light, humorous letter concludes the section on Roman education. Like Cornelia's letter in Chapter 36, it recalls the initial chapters of the story and the activities of the children at Baiae. Students will quickly locate and appreciate the humor of Sextus' distortions of the way things actually happened as he attempts to appeal to his father's sympathies.

2. The present participle was introduced in Chapter 7: *Ibi multōs servōs laborantēs spectant* (7:3-4). Students have subsequently seen and used many examples. There are three in this story: *clāmantēs* (9), *petentem* (9), and *rogantī* (17).

3. Have students deduce: **Pompeiī** (3) and **irācundus** *irritable, in a bad mood* (16; to be deduced from *irācundia*, 15).

4. The phrase in *marī* (5) again shows the ablative singular of neuter i-stem nouns. Cf. *terrā marīque* (38:7).

5. Two subjunctives are introduced (*esset* (20) and *ignōrārem* (21), the latter with *cum* causal, *since*) without any help with the subjunctives in the vocabulary, since experience has shown that the contextual clues are strong enough to give the sense. Identify the forms as subjunctives, and alert students to the fact that they will see more forms like this in subsequent chapters. Resist

the temptation to give a long explanation of the subjunctive at this point.

6. Some students may need help in translating *eī rogantī* (17), although the shortness of the sentence should make it possible for many to deduce the meaning.

7. *cum primum* (22): The phrase is to be learned as a unit to avoid unsuitable translations such as "when first."

8. *quam primum* (25): The adjective *primus*, -a, -um and the adverb *primum* are actually superlatives formed from the stem of *prae* or *prō* "before"; see Exercise 35h, (student's book p. 77) for the translation of *quam* with the superlative adverb.

Lectiō:

Sextus patrī suō S. P. D.

Avē, mī pater! Sī tū valēs, ego gaudeō. Sed nēmō est mē miserior. Mater mea Pompeiīs mortua est. Tū mē in Italiā reliquistī, cum in Asiam profectus es. Ō mē miserum!

Prīmō quidem Baiīs habitāre mē dēlectābat. Ibi ad lītus ire, in marī natāre, scaphās spectāre solēbam. In silvīs quoque cum Marcō cotīdiē ambulābam; inde regressus, cum vilicō Davō, quī mē maximē amat, in hortō laborābam.

Ōlim, dum prope rīvum in silvīs ambulāmus, Cornēliam et Flāviam magnā vōce clāmantēs audīvimus. Statim accurrimus et lupum ingentem puellās petentem cōspeximus. Tum Marcus, maximō terrōre affectus, arborem ascendit neque dēsiliere ausus est. Ego tamen magnō rāmō lupum reppulī et puellās servāvī sōlus.

At abhinc paucōs mēnsēs nōs omnēs, Baiīs profectī, maximō itinere Rōmam pervēnimus. Dum autem Rōmae habitō, mē dēlectat ad Circum Maximum ire. Russātīs ego faveō quī semper vincunt.

Nunc tamen miserimus sum propter iracundiam Palaemonis magistrī nostrī. Ille enim homō iracundissimus mē, quamquam discere semper cupiō, saepe ferulā ferociter verberat. Cotidiē dē Aenēae itineribus multa mē rogat. Eī rogantī respondere semper cōnor. Ceteros tamen pueros semper facillima, mē semper difficillima rogat. Heri quidem dē Hesperia loquēbatur, dē quā neque ego neque ceteri pueri quidquam sciunt. Immō verō, etiam Aenēas ipse ignōrābat ubi esset Hesperia! Grammaticus tamen, cum ego ignōrarem, irā commōtus, ferulam rapuit et mē crudelissimē verberavit. Deinde domum statim ab Euclide ductus sum. Cum primum domum advēnimus, ā Corneliō arcessitus sum. Eī rem tōtam explicāre cōnabar, sed mē nē loquī quidem sivit. Iterum poenās dedi.

Ō pater, regredere, obsecrō, quam primum in Italiam! Ego sum miser et valdē aegrōtō. Amā mē et valē!

Vocabulary List A

1. Avē!/ Avēte! Greetings! (Hail in Christian Latin, e. g. Avē, Mariā, etc.
2. valeō, valēre, valui, valitūrus to be strong, to be well; to be able
3. primō Adv. first, at first
4. natō, natāre, natāvī, natātūrus to swim
5. scapha, ae F. small boat
6. inde Adv. from there, then; thereupon
7. verus, a, um (verior, verissimus) true (verisimilitude)
8. vera dicere to tell the truth (lit. to tell true things)
9. soleō, solere, solitus sum semi-deponent verb to be accustomed to; be in the habit of, to usually do something
10. desiliō, desilire, desilui, _____ to leap down
11. accurrō, accurrere, accurri, accursurus to run up to, hurry to

Vocabulary List B

1. audeō, audēre, ausus sum semi-deponent verb to dare to (audacity)
2. īrācundus, a, um (īrācundior, īrācundissimus) irritable, cranky, " in a bad mood "
3. īrācundia, ae F. irritability, bad temper
4. neque...neque...(quisquam) quidquam neither...nor...(anyone) anything
5. immō vērō Adv. on the contrary, in fact
6. ignōrō, -āre, -āvī, -ātus to be ignorant, not to know syn: nesciō / der. ignoramus
7. cum conj. since, when (introducing cum causal or temporal clauses)
8. discō, discere, didici, _____ to learn (didactic)
9. cupiō, cupere, cupivī, cupītus to desire, want

Vocabulary List C

1. crūdēlis, e (crūdēlior, crūdēlissimus) cruel
2. cum primum Conj. as soon as syn: simulac
3. poena, ae F. punishment, penalty (penal)
4. poenās dare to pay the penalty, be punished
5. obsecrō, -āre, -āvī, -ātus to beseech, to beg
6. quam primum Adv. as soon as possible
7. rapiō, rapere, rapuī, raptus to snatch, seize (rapture)
8. arcessō, arcessere, arcessivī, arcessītus to summon, send for
9. rogātiō, rogātiōnis F. question
10. gaudeō, gaudēre, gāvīsus sum to be glad, rejoice semi-deponent verb

Vocabulary List D

- 1.. Quidquid id est, timeō Danaōs et dōna ferentēs.
 Whatever it is, I fear the Greeks, even bearing gifts. (Vergil, Aeneid II. 49)
 Quidquid id est, || timeō Danaōs et dōna ferentēs
2. Rx or R_x (Recipe) take
3. c̄ (cum) with
4. p. c. (post cibum) after eating (lit. after food)
5. t. i. d. (ter in diē) 3 times a day
 cf. b. i. d. (bis in diē) twice a day
 q. i. d. (quater in diē) 4 times a day
6. nōn rep. (nōn repetātur) Do not repeat (lit. let it not be repeated)
7. H. S. (hōrā somnī) at bed time (lit. at the hour of sleep)
8. a. c. (ante cibum) before meals (lit. before food)
9. Hippocrates (5th cent B. C. Greek) " father of medicine "
10. Galen (2nd cent. A. D.) Famous Roman physician who wrote texts on medicine

Grammatica Latina:

I. Verba semi-deponentia:

Semi deponent verbs are those which act normally in the present system (i. e., active forms for active meanings for the pres., imperfect, and fut. tenses) but are deponent in the perfect system (i. e., passive forms but active meanings except for the translation problems with soleo).

There are only six or seven verbs in Latin that are semi-deponent, but, since they are very common verbs, they must be learned extremely well.

A. Principal parts of semi-deponent verbs:

<u>Conj.</u>	<u>Pres. ind.</u>	<u>Pres. Inf.</u>	<u>Perfect indicative</u>
II	audeō I dare	audere to dare	ausus, a, um sum I dared
II	gaudeō I rejoice	gaudere	gavisus sum
II	soleo I am accustomed to	solere	solitus sum
III	fidō I trust, I confide in	fidere	fisus sum
III	diffidō I distrust	diffidere	diffisus sum
III	confidō I trust	confidere	confisus sum

N. B. The last three verbs pattern with the dative case; confidō was introduced in Lesson XXVI

B. Here are the six tenses of audeō:

audeō	audemus	ausus sum	ausi sumus
audes	audetis	ausus es	ausi estis
audet	udent	ausus est	ausi sunt
	they dare		they dare, have dared
audebam	audēbāmus	ausus eram	ausi erāmus
audebas	audēbātis	ausus erās	ausi erātis
audebat	audebant	ausus erat	ausi erant
	they were daring		they had dared
audebō	audēbimus	ausus erō	ausi erimus
audebis	audēbitis	ausus eris	ausi eritis
audebit	audēbunt	ausus erit	ausi erunt
	they will dare		they will have dared
audē!	dare!	nōlī audere	Don't dare
audēte!		nōlite audere	

II. Participia praesentia:

A. Forms:

Use the stem of the imperfect tense before adding ba and add "ns."
For the genitive singular, drop the last macron from the nominative singular form and the terminal s, then add -tis.

I.	parā	parans, parantis
II.	habē	habens, habentis
III.	mittē + ns	mittens, mittentis
	iaciē	iaciens, iacientis
IV.	audiē	audiens, audientis

N. B. The present participle uses 3rd decl. i-stem endings except in the abl. sing. where one may use either i (more adjectival in nature with no object) or e (more verbal in force with an object).

e. g. Rēs ā fēminā loquentī acta est.
The action was done by the talking woman. (adjectival in nature)

e. g. Rēs ā fēminā multa loquente acta est. (verbal force with the object multa)
The action was ^{d.o.} done by the woman saying many things.

N. B. Use the 20 rather than the 30 form set-up according to the following model:

	M + F	N.	M + F	N.	
nom.	parāns	parāns	parantēs	parantia	
gen.	parantīs	parantīs	parantium	parantium	
dat.	parantī	parantī	parantibus	parantibus	<u>PREPARING</u>
acc.	parantem	parāns	parantes	parantia	
abl.	parantī(e)	parantī(e)	parantibus	parantibus	

B. Translation problems:

The present participle may ordinarily be translated two ways:

1. As a pure participle:

e. g. Euclidēs, domum rediēns, duōs hominēs vīdit.

Euclides, (while) returning home, saw two men.

N. B. In this use the word while is frequently understood.

2. As a substantive (word that is not a noun, but used as a noun):

parāns the one preparing

parantēs the ones (those) preparing

e.g. Clāmōrēs natantium audīvimus.

We heard the shouts of those swimming.

of the ones swimming.

of the swimmers.

C. Time problems:

The present participle describes an action as going on at the same time as that of the main verb.

D. One verb, eō and all of its compounds, has an irregular present participial stem that must be memorized:

eō iēns, euntis

rediens, redeuntis

praeteriēns, praetereuntis

etc.

Language Activity Book

In Activity 40b, No. 7, students are asked to produce subjunctive forms, but they should cause no problem because they are either straight from the reading passage (e.g., esset) or easily constructed by analogy with the form in the story (e.g., Cum Sextus ignōrāret... is based on ...cum ego ignōrārem... in 40:20-21).

Illustration p. 138

The Roman scribe was more than a copyist. (The copyists were called librarii.) The scribe functioned in many ways as a secretary; he was a salaried employee, a freeborn citizen, who handled such duties as correspondence, and record- and bookkeeping for magistrates. Public scribes kept the archives and transcribed documents for the Senate, and organized themselves into professional associations.

WORD STUDY X**Objectives:**

- to explain the use of the stem of the present participle in the formation of Latin words and English derivatives
- to present the Latin suffixes *-ia*, *-īnus*, and *-(i)ānus* and their English derivatives
- to explain the use of Latin in medical terminology

1. The note on spellings in *-ant* and *-ent* provides an opportunity to discuss the route by which many words have come from Latin into English and to begin to study the relationship of Latin to the Romance languages. In fact, the majority of English words derived from Latin came into English through French, after the Norman conquest of England in 1066. It is, therefore, not surprising to find French spellings in English words, the ultimate origin of which is Latin.

2. In Exercise 1, No. 2 is commonly spelled *descendant* as a noun; as an adjective, *descendent* is more common. No. 8 is spelled *defendant*. This exercise illustrates the variety of meanings possible when an English word is used as both an adjective and a noun. For example, No. 5, *patient*, when used as an adjective means "tolerant," but when used as a noun means "someone under medical treatment." Both meanings are related to the basic meaning of *patior*, *to suffer, endure*.

3. The role of Latin in medicine has a long and well established history; a knowledge of Latin terminology has for centuries been essential for the highest paid specialist as well as the simplest country doctor. Latin shares this role in medicine with Greek. Greek is evident in the descriptive aspects of medicine: in the terminology of anatomy, (e.g., *cranium, cardiac*), disease (e.g., *carcinoma, hepatitis*), treatment (*orthopedics, surgery*), and many other areas. The influence of Latin is seen not only in these areas of medicine, but also in the more mundane aspects of daily practice, such as prescribing medication or taking a temporary post for a vacationing doctor, *locum tenens*, "holding the place" of another doctor.

4. Student projects on medical Latin might include some of the following:

- a. With the aid of a medical or pharmaceutical dictionary, prepare a number of medical prescriptions using Latin abbreviations.
- b. Ask your family doctor to write some sample medical prescriptions for the class to interpret.
- c. Make a diagram of the human body, labeling the muscles, organs, vascular system, or nervous system with their Latin or Greek names.
- d. Find the technical names (drawn usually from Latin or Greek) for some common medical symptoms or disorders, and create a matching exercise for the class.

Teachers with students whose fathers or mothers are doctors might invite one of them to speak to the class on the use of Latin in the medical profession.

5. For further information on medical Latin, see a medical dictionary such as *Blakiston's Gould Medical Dictionary*. An instructional unit on medical Latin is provided in *Latin, the Language of the Health Sciences*. A skeleton chart with the principal bones of the body labeled with their Latin names is available from the Teaching Materials and Resource Center of the American Classical League.