

## A RAINY DAY

1. The game of marbles is another one of the popular games of antiquity, dating back to at least the early Greeks, that is still played today all over the world. In the legend of Penelope's suitors (see Chapter 36, page 93) the suitors shot marbles for choosing among themselves one potential bridegroom.

2. Students may be surprised to learn that hockey dates back to the Greeks and Romans as well.

3. For more information on games played by the Romans, see "Sports and Pastimes of Children and Adults," pp. 232–242 in *Rome: Its People, Life and Customs*, and the treatments in *Roman Life*, pp. 241–245, and *Daily Life in Ancient Rome*, pp. 251–252.

## Objectives

- to introduce the accusative and infinitive in indirect statement
- to tabulate the forms of the irregular verb *fieri*

## The Story

1. Words to be deduced: *referre* (22) and *ēdūcere* (25).

2. The syntactical structure of the reading passage has been kept fairly simple in order to make it easier to introduce some examples of the accusative and infinitive in indirect statements. There are six in all; five of them depend on *putō*:

*patrem esse crūdēlem* (3–4)

*hunc lūdum esse optimum* (8)

*hunc lūdum esse pessimum* (10)

*vōs esse molestissimōs hodiē* (15)

*patrem in animō habēre Sextum verberāre* (27)

A sixth depends on *crēdis*:

*mē pūpā lūdere* (19)

Note that all of the introductory verbs and the infinitives are in the present tense. From a literal translation such as "I think father to be cruel" (3–4), it should be possible for students to move to the more natural "I think that...." We strongly recommend that teachers should, at least in the early stages, emphasize the use of the hinge word "that"; it may not seem necessary with the early, straightforward examples, but it will be a particularly useful cue word when dealing with more complicated examples of indirect statement, particularly those depending on a main verb in secondary sequence.

Also point out that Latin does not use a *separate* word for "that." In English, "that" is frequently a clue for indirect statement, whereas in Latin the change to the accusative and infinitive is the clue. The examples in Building the Meaning "Accusative and Infinitive (Indirect Statement) I" in this chapter are set forth to illustrate this, but the actual verbalization of the point will emphasize it even more for the students. Otherwise, there will be students who will try to use *quod* when translating from English to Latin.

3. The passage contains a number of other infinitives in constructions that may be contrasted with the examples of indirect statement tabulated above:

a. complementary infinitive:

"Ego in animō habēbam... dēscendere et... ire ..." (2–3)

"In palaestram ire cupiēbāmus..." (5–6)

"Nōnne vīs pār impār lūdere vel digitis micāre?" (10–11)

Statim clāmāre coepērunt ambō. (12)

"... patrem in animō habēre Sextum verberāre." (27)

b. complementary infinitive with *nōlī* or *nōlīte* to express a negative imperative:

"Nōlīte clāmōribus vestrīs vexāre mātrem et Cornēliam!" (14–15)

"Nōlī nōs vexāre!" (17)

"Nōlī pūpam laedere!" (22)

c. accusative and infinitive with *iubēre* and *docēre*

"... pater nōs domī manēre iussit." (3)

"Ego vōs docēbō latrunculīs lūdere." (7)

4. The passage also provides reinforcement of ablative absolutes (e.g., *clāmōribus audītis*, 16, and *pūpā abreptā*, 21), including the phrases *Quō vīsō* (21) and *Quō factō* (26), which should almost become stock vocabulary items.

5. Ask students to locate subordinate clauses with verbs in the subjunctive and to identify the type of clause and the tense of the subjunctive in each case (16 and 23 contain indirect questions with their verbs in the imperfect and pluperfect subjunctive, respectively, and 23 contains a circumstantial clause with its verb in the pluperfect subjunctive).

6. Notes on vocabulary:

a. "*Bonō animō este!*" (7): Literally, "Be of a good spirit!" (ablative of description, introduced in Chapter 32).

b. *lūdus* (8): The word is new in the sense of "a game." Compare *lūdi*, *-ōrum* (m. pl.) *games* (as in the Circus Maximus; cf. 23:15).

c. *ambō* (12) is declined like *duo* except that *ambō* has a long *o* in the the nominative masculine and neuter and in the accusative neuter. Derivatives: *ambidextrous*, *ambience*, *ambiguous*, *ambivalent*.

d. Remind students that *pārēre* (15) takes the dative case: = "be subject to," "be obedient to."

e. *Num...?* (19): Compare *Nōnne...?*

f. *dōnō dabo* (20): The noun *dōnō* is dative of purpose for (as) a gift. Be sure that students do not think of *dōnō* as a verb in the 1st person singular or a dative of indirect object.

g. *Peristylium* (21) is a Greek word transliterated into Latin, as were the names of several parts of houses and estates. The letter *y* transliterates the Greek *upsilon*; *peri-* is Greek for "around," and *stylus* is Greek for "pillar" or "column."

h. *Quid Sextō fiet?* (26): "What will happen to Sextus?" "What will become of Sextus?" This idiom is used with either the dative or the ablative case.

## Vocabulary List 46A

1. putō, -āre, -āvī, ātus to think, consider ( dispute )
2. lūdus latrunculōrum M. game of bandits
3. lūdus, ī M. school; game
4. ferē almost syn: paene
5. postrēmō Adv. finally syn: tandem
6. pār impār odds or evens ( a game )
7. digitīs micāre to flash fingers
8. ambō, ambae, ambō both ( ambiguous )
9. pūpa, ae F. doll

ambō: declinatio

M.	F.	N.
ambō	ambae	ambo
ambōrum	ambarum	amborum
ambōbus	ambabus	ambobus
ambos	ambas	ambo
ambobus	ambabus	ambobus

10. Num...? Surely...not...?  
( introduces a question that expects the answer "no" )

e. g. Num ignāvus es?  
Surely you are not lazy?  
\*You are not lazy, are you?  
Resp: Nōn sum. / Minimē, nōn sum.

## Vocabulary List 46B

1. dōnum, ī N. gift
2. dōnō dare to give as a gift
3. diēs nātālis, diēi nātālis M. birthday
4. peristylīum, ī N. peristyle, ( courtyard surrounded with a colonnade )
5. Quid Sextō fiet? What will happen to Sextus?
6. abripīō, abripere, abripuī, abreptus to snatch away
7. laedō, laedere, laesi, laesus to harm syn: noceō
8. referō, referre, rettulī, relātus to bring back, report, write down
9. ēducō, ēducere, ēduxī, ēductus to lead out

## Lectiō:

"Eheu!" mussavit Marcus. "Cūr 'eheu'?" rogavit Sextus.

"Semper pluit!" respondit Marcus. "Ego in animō habēbam ad Campum Mārtium hodiē dēscendere et ad palaestram īre, sed pater nōs domī manēre iussit. Putō patrem esse crudēlem."

Eō ipsō tempore Euclidēs ingressus puerōs rogavit cūr tam tristēs essent. "In palaestram īre cupiēbāmus," inquit Marcus, "sed pater hoc vetuit."

Cui Euclidēs, "Bonō animō este!" inquit. "Ego vōs docēbō latrunculīs lūdere.

Putō hunc lūdum esse optimum."

Duās ferē hōrās ita lūdēbant. Postrēmō Sextus exclāmāvit, "Hic lūdus mē nōn iam dēlectat. Ego putō hunc lūdum esse pessimum. Age, Marce! Nōne vīs pār impār lūdere vel digitīs micāre?"

Statim clāmāre coepērunt ambō. Simul Marcus. "Quīnque!" simul Sextus, "Novem!" Deinde Marcus, "Octō!" Sextus, "Sex!"

"Tacēte, puerī!" interpellāvit Euclidēs. "Nōlīte Clāmōribus vestrīs vexāre mātrem et Cornēliam! Putō vōs esse molestissimōs hodiē." At puerī eī nōn parēbant. Itaque Cornelia, clāmōribus audītīs, in ātrium ingressa rogāvit quid facerent.

"Nōlī nōs vexāre!" inquit Sextus. "Abī! Sed cūr pūpam in manibus habēs? Num pūpā lūdis?"

"Stultus es, Sexte! Pūpa nōn est mea. Num crēdis mē pūpā lūdere? Hanc pūpam, quam ego ipsa fēcī, fīliae Dāvī dōnō dabō. Hodiē est diēs nātālis eius."

Subitō Sextus, pūpā abreptā, in peristylīum aufūgit. Quō visō, Euclidēs Sextō clāmāvit, "Nōlī pūpam laedere! Statim eam refer!"

Eō ipsō tempore ingressus est Cornēlius. Cum audīvisset quid Sextus fēcisset, "Sexte!" clāmāvit. "Venī hūc!" Puer, iam timidus, in ātrium regressus pūpam Cornēliae reddidit. Tum Cornēlius Sextum sēcum ex ātriō edūxit.

Quō factō, Marcus rogāvit, "Quid pater faciet? Quid Sextō fiet?"

Cui Cornēlia, "Putō," inquit, "patrem in animō habere Sextum verberare."

### GRAMMATICA LATINA

#### I. Indirect Statement ( Accusativus cum infinitivo )

A peculiar structure called indirect statement is used in Latin after verbs of saying, mental action, or of the senses.

<u>Saying</u>	<u>Mental Action</u>	<u>Senses</u>
dīcō	putō	audiō
clamō	sciō	videō
exclamō	sperō	sentio
respondeō	credo	
scribō	cogitō	
doceō		
musso		
explicō		

An indirect statement is a hypothetical quotation phrased indirectly rather than directly.

Direct: He says, "Flavia is singing." Dicit, "Flavia cantat."

Indirect: He says that Flavia is singing. Dicit Flaviā cantare.  
or He says Flavia is singing.

Comment 1. The word that in English may or may not introduce an indirect statement, but our authors suggest that we use it to get used to indirect statement.

Comment 2. Note that the English word that is never translated into fine classical Latin as an introductory word to an indirect statement.

Comment 3 Memorize the syntax of Latin indirect statement:

Element I	Element II	Element III
↓	↓	↓
Dicit	Flaviā	cantare.
Verb of saying, mental action, or the senses.	Subject of the indirect statement is <u>accusative</u> .	An infinitive is used instead of a finite verb like <u>cantat</u> .

II. The irregular verb fiō:

Partēs prīcipālēs: fiō, fierī, factus sum

This irregular verbs has four meanings: to become, to be done, to be made, to happen

This verb does not have all 4 English meanings for every person. Meaning depends on the person:

ego fiō	I become, I am made
tu fis	you become, you are made
is/ea fit	he, she becomes, is made
id fit	it becomes, is made, is done, happens
nōs fīmus	we become, we are made
vōs fitis	you become, you are made
eī, eae fiunt	they become, they are made
ea fiunt	they become, are made, are done, happen

Fiō is the passive counterpart of faciō as can be seen in the following chart:

<b>faciō</b>		<i>faciō, facere, fēcī, factum</i>					
do, make		<b>ACTIVE</b>		<b>PASSIVE</b>			
<b>INDICATIVE</b>							
<i>Pres.</i>	faciō facis facit	facimus facitis faciunt		fiō fis fit	fimus fitis fiunt		
<i>Impf.</i>	faciēbam faciēbās faciēbat	faciēbāmus faciēbātis faciēbant		fiēbam fiēbās fiēbat	fiēbāmus fiēbātis fiēbant		
<i>Fut.</i>	faciam faciēs faciet	faciēmus faciētis facient		fiam fiēs fiet	fiēmus fiētis fient		
<i>Perf.</i>	fēcī fēcistī fēcit	fēcimus fēcistis fēcērunt (-ēre)		factus (-a, -um) es est	facti (-ae, -a) estis sunt		
<i>Plup.</i>	fēceram fēcērās fēcerat	fēcērāmus fēcērātis fēcērāt		factus (-a, -um) eram erās erat	facti (-ae, -a) erāmus erātis erant		
<i>Fut. Perf.</i>	fēcero fēcero fēcero	fēcērimus fēcēritis fēcērint		factus (-a, -um) eris erit	facti (-ae, a-) eritis erunt		
<b>SUBJUNCTIVE</b>							
<i>Pres.</i>	faciam faciās faciat	faciāmus faciātis faciant		fiam fiās fiat	fiāmus fiātis fiant		
<i>Impf.</i>	facerem facerēs faceret	facerēmus facerētis facerent		fierem fierēs fieret	fierēmus fierētis fierent		
<i>Perf.</i>	fēcirim fēcero fēcero	fēcērimus fēcēritis fēcērint		factus (-a, -um) sis sit	facti (-ae, -a) sitis sint		
<i>Plup.</i>	fēcissem fēcissēs fēcisset	fēcissēmus fēcissētis fēcissent		factus (-a, -um) essem essēs esset	facti (-ae, -a) essēmus essētis essent		
<b>IMPERATIVE</b>							
<i>Pres.</i>	fac	facite					
<b>INFINITIVE</b>							
<i>Pres.</i>	facere			fieri			
<i>Perf.</i>	fēcisse			factus (-a, -um)	esse		
<i>Fut.</i>	factūrus (-a, -um)	esse					
<b>PARTICIPLE</b>							
<i>Pres.</i>	faciēns, (-tis)						
<i>Perf.</i>				factus (-a, -um)			
<i>Fut.</i>	factūrus (-a, -um)			faciendus (-a, -um)	(GERUNDIVE)		
GERUND		faciendī, -ō, -um, -ō		SUPINE		factum, -ū	

## History List 46C

1. The Augustan Age, the Principate, the reign of Augustus 31 B. C. to 14 A. D.
2. The Early Empire 14-180 A. D.
3. equitēs the knights or so-called middle class
4. Tiberius emperor from 14-37 A. D.
5. Caligula ( Gaius ) emperor from 37-41 A. D.
6. Claudius emperor from 41-54 A. D.
7. Nero emperor from 54-68 A. D.
8. Julio-Claudian Dynasty - rulers from 31 B. C. - 68 A. D.

## History List 46D

1. 68-69 A. D. Year of the 4 emperors ( Galba, Otho, Vitellius, Vespasian )
2. Vespasian emperor from 69-79 A. D.
3. Titus emperor from 79-81 A. D. the Flavians
4. Domitian emperor from 81-96 A. D.
5. The Five Good Emperors:
  - Nerva emperor from 96-98 A. D.
  - Trajan emperor from 98-117 A. D.
  - Hadrian emperor from 117-138 A. D.
  - Antoninus Pius emperor from 138-161 A. D.
  - Marcus Aurelius emperor from 161-180 A. D., author of  
the Meditations

**ROMAN LIFE XXVII: GAMES PLAYED BY CHILDREN AND ADULTS** p. 41.

The first passage is from a poem on the walnut tree. The poem is contained in the works of Ovid but is thought not to be by him. Most of the couplets are self-contained in thought, and we present them here with translations in between. Students should be able to make many connections between the Latin and the English. We recommend that each couplet be treated individually with one student reading the translation aloud first and then another student reading the Latin. As the students are then invited to figure out exactly how each of the games described is played, the teacher should focus attention on the Latin words and their meaning so that the students will be painlessly translating the Latin while figuring out how each game was played.

The "heavenly constellation" (fifth couplet) is a triangular group of stars near Aries, and the fourth letter in the Greek alphabet is *delta*.

**Illustration** p. 47

Claudius was reputed to have been quite sickly in body, and was considered to have weak facial features—his chin was especially remarked upon in this regard—but his intellect was held in high esteem and he was a serious scholar and historian.

**Illustration** p. 48

Trajan, born in Spain, was the first provincial to rule Rome. He was famed as a very progressive ruler and was considered both by his contemporaries and by later commentators to have been a handsome man, with excellent physical features and impressive military bearing. This was coupled with a modest personal style. In the Middle Ages, Trajan was remembered as “the perfect Emperor.”

**Illustration** p. 49

Marcus Aurelius has gone down in history as the “philosopher king.” He ruled an Empire in very difficult straits, at war on many fronts, and rife with bloodshed and violence of all kinds, but he personally espoused a philosophy of higher universality and inner peace.

“Think,” he wrote, “of the universal substance, of which thou hast a very small portion; of universal time, of which a short and indivisible interval has been assigned to thee; and of that which is fixed by destiny, and how small a part of it thou art.”

Take a moment to discuss with students whether there are contradictions between this Emperor’s tasks and his personal philosophy, or whether his philosophy helped him handle his tasks. Ask students if the philosophy held by Marcus Aurelius is in any way familiar to them today, and if so, in what ways or under what names.

**Language Activity Book**

Activity 46b is designed to help students see the relationship between direct and indirect statements. The direct statement is given, and the student is to convert it into an indirect statement. Students may need help producing *ad sē* to replace *ad puerōs* in no. 6.

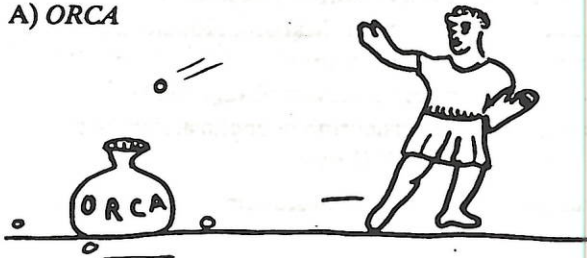
Do You Want To Play a Game?

Part III  
Nucēs

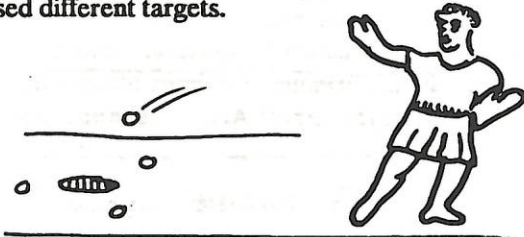
*A series on private games enjoyed by the Romans for personal exercise or for fun.*

*Nucēs*, nuts, were very common in the ancient world and were used freely by children to play a variety of games, some of which seem to resemble games played with marbles in more modern times. *Nucēs* were associated so closely with childhood games that the Latin phrase *nucēs relinquere* was understood to mean "to put aside the toys of childhood."

A) *ORCA*



Although this game involving *nucēs* gets its name from the large narrow-necked jar (*orca*) which was used as a target, there were at least two other variations which used different targets.



Sometimes a small hole in the ground would be designated as a target and sometimes a simple circle was drawn in the dirt or on pavement as a target.



Each player would take turns attempting to toss one of his *nucēs* into the target. *Nucēs* which missed the target would be forfeited to the player who successfully tossed the most *nucēs* into the target.

B) *CASTELLUM*

In this variation of a *nucēs* game, a target of nuts was set up by placing three nuts down as a base and adding a fourth on top of the base, forming a small tower.

Each player would then have two turns to try and knock down (*dilaminare*) and completely scatter the *nucēs* of the *castellum*.

The player would have to stand (*rectus*) while making the first shot.

If he successfully made contact with the *castellum*, he then had to kneel down (*pronus*) to take his second shot which had to be flipped with the thumb, as marbles are shot in the modern game.

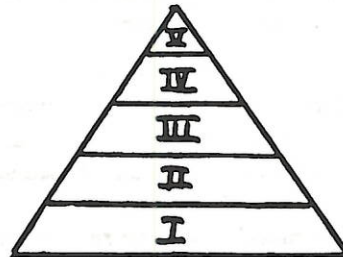


The illustration above shows a variation of *castellum* in which the players rolled their *nucēs* down a board in their attempts to destroy the *castellum*.

The game would be repeated a predetermined number of times with the players taking turns going first. The player who destroyed the most *castella* would be the winner.

C) *DELTA*

In this variation of *nucēs* the target was a triangle (*delta*) marked in the dirt or on pavement. The triangle was then divided into five equal parts using horizontal lines (*virgae*) parallel to the base.



Players then take turns pitching their *nucēs* into the *delta*, trying to make them land as close to the apex as possible without falling outside the lines of the triangle. The winner won as many *nucēs* from his fellow players as he crossed lines within the *delta*, including the line that formed the base.

D) *PAR IMPAR*

Very small *nucēs* were used to play this version of the game. Players took turns concealing a number of *nucēs* in their hands while their opponents tried to guess whether an equal (*par*) or unequal (*impar*) number of *nucēs* were being held. Players would win or lose the number of *nucēs* held in their hands.

This game was often played by adults who used coins (*nummi*) instead of nuts and who would bet sums of money greater than the value of the *nummi* concealed in their hands.