

## MARCUS COMES OF AGE

1. For coming of age ceremonies, see *Roman Life*, pp. 146–147.

2. The *Liberālia* celebrated on 17 March was the festival of *Liber*, the Italian god of wine and fertility, who was associated with the Greek Dionysus or Bacchus. It was essentially a rustic, country festival concerned with healthy growth of the vineyards. Vergil describes the country festival as follows:

*Georgics* II 385–396

In this way Italian farmers, a breed of men sent from Troy, sport with rude verses and unrestrained laughter and put on hideous masks of hollow cork. They call on you, O Bacchus, in joyful songs, and for you they hang from the tall pines little faces that wave in the breezes. It is for this reason that every vineyard ripens with generous growth; fullness comes to hollow valleys and deep glades and to every spot to which the god has turned his handsome face. Rightly, then, in our country-songs we will sing for Bacchus the praise he claims, bringing him cakes and dishes. The doomed he-goat, led by its horn, will stand at the altar, and we will roast its rich flesh on spits of hazel wood.

—tr. H. R. Fairclough

The purpose of the masks may have been to frighten away evil spirits.

2. Ovid could think of a number of possible reasons why the *Liberālia* was a favored occasion for boys to assume the *toga virilis*, or the *toga libera* as he calls it,

*Fasti* III: 771–788

It remains for me to discover why the gown of liberty is given to boys, fair Bacchus, on your day, whether it is because you seem to be always a boy and a youth, and your age is midway between the two; or it may be that, because you are a father, fathers commend to your care and divine keeping

their sons to whom they guarantee their love; or it may be that because you are *Liber*, the gown of liberty is assumed and a freer life is entered upon under your auspices. Or was it because, in the days when the ancients tilled the fields more diligently and a senator labored on his ancestral land, when a consul exchanged the bent plough for the rods and axes of office, and it was no crime to have calloused hands, the country folk used to come into the city for the games... and the day, therefore, seemed suitable for conferring the gown, so that a crowd might gather around the young man?

—tr. Sir J. G. Frazer

One possibility Ovid does not mention is that the *Liberālia* was the favored day for children to assume the *toga virilis* simply because of a play on the words *Liberālia* and *liberī*, *children*.

## Objective

- to introduce indirect commands

## The Story

1. The story contains a number of examples of indirect commands (3–4, 8–9, 11, 11–12, 13–14, 22, 25–26, and 30–31), which have been written to allow *ut* to be translated by the English infinitive. The one example of *nē* (*not to*, 11) is given in the vocabulary. All examples are in secondary sequence with verbs in the imperfect subjunctive.

The subordinate clauses commonly described as *indirect commands* may be introduced by verbs of ordering or requesting (e.g., in the story: *invītāverat*, 4; *rogābat*, 8; *praecipiebāt*, 9; *ōrābant*, 11; and *imperābat*, 12). We, therefore, title the grammar note on this construction “Telling to, Asking to: Indirect Commands.”

2. Words to be deduced: *familia* (13), *puerilis* (20), and *pūblicus* (27).

3. Structures:

a. Anaphora:

*Omnēs... omnēs....* (4–5) *Aderant...; aderant...; aderant...; aderant....* (14) *Cūctī...; cūctī....* (15)

b. List: *...tumultūs, strepitūs, clāmōris* (6)

c. Linking *quī*:

*Quō factō...* (22)

*Quō cum...* (25)

*Quibus rēbus cōfectīs....* (28)

d. Word order: *... est dēductus* (24)

e. Interrupted phrase: *... propter tantam ergā sē benevolentiam....* (29–30)

4. Minor notes on vocabulary and grammar:

a. *Ab iānuā prōgressus, in ipsō līmine...stāret* (7):

The *iānuā* is the double door in the entrance passage some way off the street; *līmen* refers to the actual threshold of the passageway.

b. *Rogābat quis esset et quid vellet* (8): See Exercise 51b. After study of the indirect commands in this reading passage, this example of indirect questions should be noted by way of contrast. Stress the distinction between “asking something” (indirect question) and “asking someone to do something” (indirect command).

- c. **Hī... orābant nē sē dīmitteret; ille... eīs...** (11–12): The difference between the third person pronouns **sē** and **eīs** is clearly illustrated here. Compare also in **sē conversōs esse** (18), **ergā sē** (29), and **apud sē** (31). In addition, **hī** and **ille** are well contrasted in line 11.
- d. At some point in the study of the passage, students should be asked to locate all examples of ablative absolutes and translate them (13, 22, 23, 25, and 28).
- e. **familiam** (13): this term denotes the entire household, including the slaves. Compare **Laribus familiāribus** (19–20).
- f. **Plūrimī clientium** (14): Note the partitive genitive with **plūrimī** and the *i*-stem noun.  
superlatives

- g. **Omnēs** and **cūctī** (15): The word **omnēs** denotes the total number or total amount, whereas **cūctī** expresses the idea of corporate feeling or action. For example, in this sentence, **omnēs** suggests that the slaves and freedmen were *all* there, not a single individual being absent; **cūctī** tells us that all who were present behaved *as a united body* in their expressions of gladness.
- h. **Togam praetextam atque bullam... dēpositās** (19): Students may need a little help with the plural agreement (**dēpositās**) following the two singular nouns **togam** and **bullam**.
- i. **Multis comitantibus** (23): This is a useful example of an ablative absolute in the present tense denoting that the crowd was following at the same time as Marcus was being taken to the Forum. See also **ēgressum** (28), showing that the shouting started *after* Marcus came out, whereas **ēgredientem** would have indicated that it happened *as he was coming out*.

## Lectiō:

Iam aderat mēnsis Mārtius. Erat diēs Liberālium quō diē adulescentēs Rōmānī togam pūram sūmere solēbant. Abhinc complūrēs mēnsēs Marcus sēdecim annōs complēverat; nunc togam virīlem sumptūrus erat. Itaque Cornēlius amīcōs clientēsque omnēs invitāverat ut eō diē apud sē convenīrent. Omnēs sciēbant patrem Marcī dīvitissimum esse; omnēs prō certō habēbant eum optimam cēnam amīcīs datūrum esse.

Domus Gaiī Cornēliī plēna erat tumultūs, strepitūs, clamōris. Tot et tam variī hominēs eō convenīebant ut iānitor, ab iānuā progressus, in ipsō līmine sollicitus stāret. Sī quis appropinquābat, eum magnā vōce rogābat quis esset et quid vellet. Aliōs rogābat ut in domum prōcēderent, aliīs praecipiēbat ut in viā manērent. Nōnnullī autem, quī neque amīcī Cornēliī erant neque clientēs, domū appropinquāverunt, quod spērābant Cornēlium sē ad cēnam invitātūrum esse. Hī iānitōrem orābant nē sē dīmitterent; ille autem eīs imperābat ut statim discēderent.

Tandem, omnibus rēbus parātis, Cornēlius tōtam familiam rogāvit ut in ātrium convenīrent. Aderant propinquī; aderant multī amīcī; aderant plūrimī clientium; aderant omnēs servī libertīque Cornēliōrum. Cūctī inter sē colloquēbantur, cūctī gaudēbant quod ad hoc officium togae virīlis invitātī erant.

In atriō ante larārium stābat Marcus togam praetextam bullamque auream in manibus tenens. Sēnsit oculos omnium in sē conversos esse. Conticuērunt omnes. Marcus primum togam praetextam atque bullam ante larārium dēpositas Laribus familiāribus cōsecrāvit. "Nunc," inquit, "hās rēs puerīlēs hīc dēponō. Nunc vobīs, o Larēs familiārēs, haec libenter cōsecrō."

Quō factō, pater servō cuidam imperāvit ut togam virilem Marcō indueret. Deinde parentēs eum amplexī sunt et ceterī eī gratulātī sunt. Nunc Marcus, multis comitantibus, in Forum a patre est dēductus.

Quō cum pervēnissent, Marcō ad Tabulārium ductō, pater eōs quī comitābantur rogāvit ut extrā Tabulārium manerent. Ipse unā cum filiō et paucis propinquis in Tabulārium ingresseus est, nam ibi nōmen Marcī in tabulis publicis erat inscribendum.

Quibus rēbus cōfectis, omnes adstantēs Marcum iam ēgressum magnō clamōre salutāverunt. Deinde cum Marcus omnibus grātiās ēgisset propter tantam ergā sē benevolentiam, omnes domum Cornēliōrum redierunt, nam Cornēlius multos invitāverat ut apud sē eō diē cenārent.

#### Vocabulary List 51A

1. Līberālia, Līberālium N. Pl. Festival of Bacchus ( Līber ) on March 17 on which 16 year old boys celebrated a coming of age ceremony
2. pūrus, a, um spotless, clean, plain white; pure
3. sūmere to assume ( i. e. to put on for the first time )
4. līmen, līminis N. threshold, doorway ( subliminal )  
cf. ad limina ( apostolorum ): visits of R. C. bishops every five years to report on the state of their dioceses.
5. invitāverat ut he had invited ( them ) to
6. \*sī quis if anyone
7. nōnnullī, ae a some ( litotes for aliquī, ae a - some )
8. praecipio, praecipere, praecēpī, praecēptus + Dat. to instruct, to order
9. orō, -āre, -āvī, -ātus to beg, pray cf. orēmus - Let us pray in Latin services
10. nē sē dīmitteret not to send them away

\* After sī, nisi, num, and nē N. B. The words aliquis ( someone ) and aliquid ( something ) are shortened to quis quid after the 4 short little words.

Vocabulary List 51B

1. d̄imittō, d̄imittere, d̄imisī, d̄imissus to send away
2. imperō, -āre, -āvī, -ātus + dat. to order syn: iubeō
3. larārium, iī N. household gods' shrine
4. Larēs, Larum M. Pl. household gods
5. familiāris, e belonging to the family, household
6. cōsecrō, -āre, -āvī, ātus to dedicate, consecrate
7. comitor, comitārī, comitātus sum to accompany
8. Tabulārium, iī N. Public Records Office, Registry
9. tabulae, -ārum F. Pl. tablets, records

Vocabulary List 51C

1. erat īnscrībendum had to be registered  
cf. Ep̄istula cōficienda est.  
...nōbīs domum redeundum est
2. grātiās agere + Dat. of person to thank, to render thanks to cf. gracias, grazie  
e. g. ( I ) thank you ( s. ). ( Ego ) tibi grātiās agō.
3. ergā prep. + Acc. toward ( of personal relations )
4. benevolentia, ae F. kindness ( benevolence )
5. hortor, hortārī, hortātus sum to encourage, urge
6. obsecrō, -āre, -āvī, -ātus to beseech, beg
7. persuādeō, persuādēre, persuāsī, persuāsus + Dat. to persuade someone
8. amplector, amplectī, amplexus sum to embrace

**BUILDING THE MEANING**

1. Explicitly call to students' attention the contrast in the examples at the beginning of this note between the Latin that expresses indirect commands with *ut* and the subjunctive and English that uses a simple infinitive. When translating from English to Latin it will be especially important for students to remember not to use the infinitive in translating purpose clauses.

2. *Hortor* appears here for the first time.

3. Note that *obsecrō* is pronounced *ops-*, with the accent on the first syllable.

2. Exercise 51c: in nos. 1, 4, 6, and 10, indirect commands in primary sequence with verbs in the present subjunctive occur for the first time in the readings or exercises. The concept of sequence of tenses should be reviewed, and the sentences at the beginning of this "Building the Meaning" section may be used as examples.

3. Exercise 51d gives practice in choice of the correct tense of the subjunctive.

4. Create one additional exercise showing what to expect with the verb *rogāre*, e.g.:

Accusative: *Mē pecūniam rogat. Mē pecūniam rogāvit.*

Indirect command: *Mē rogat ut pecūniam sibi dem. Mē rogāvit ut pecūniam sibi darem.*

Indirect question: *Mē rogat ubi pecūnia sit. Mē rogāvit ubi pecūnia esset.*

**Exercises on the Grammar**

1. Exercise 51b: In teaching the concept of indirect commands, it is important that students realize that behind each indirect command there is a direct command ("telling to") or request ("asking to"), just as behind each indirect question there is a direct question and behind each indirect statement there is a direct statement. In Exercise 51b, nos. 2 and 3, students are asked to formulate the implied direct commands, requests, or questions in English.

**Language Activity Book**

Activities 51b and c: Students should never be led to think that any two words in a language will ever be exact synonyms or antonyms. This is why we use the word *approximately* in the directions for these activities. It is also why we ask students to give definitions for each word. For the subtle shades of meaning and usage that differentiate the words in some of these pairs, the teacher may consult the *Oxford Latin Dictionary*.

## INDIRECT COMMANDS

Certain verbs which indicate the imposition of one's will upon another person require the subjunctive mood in Latin rather than the use of an infinitive as is frequently the case in English. The Latin subjunctive after the below-mentioned verbs is called INDIRECT COMMAND in dependent clauses.

The list of verbs and structures after which one may find Indirect Command used in dependent clauses is as follows:

Acc. of person + IC / NVS	Dative of person + IC / NVS	Ablative of person ( with <u>a</u> , <u>ab</u> )+IC/NVS	IC / NVS with no person
invitō - invite hortor - urge rogō - ask moneō - warn, advise oro - beg, ask cohortor - en- courage	imperō - command, order praecipio - in- struct persuadeo - per- suade permittō - allow	petō - ask postulo - demand quaerō - ask oro - beg, ask	curo - see to it, take care video - see to it
Tē rogō ut hoc facias.	Eis praecipimus ne venirent.	A tē quaerō ut venias cras.	Curate ut hoc faciatis.

Note: The most common translation of the subjunctive verb in the Latin indirect command is the plain English infinitive.

More examples:

a. positive use

The subjunctive clause is introduced by ut / meanings: to  
that.....( should )

Primary sequence

Iānitor hortātur clientem ut discēdat.

The doorkeeper urges the client to leave.

that he ( should ) leave.

Secondary sequence

Iānitor hortātus est clientem ut discēderet.

The doorkeeper urged the client to leave.

that he should leave.

negative use

The subjunctive clause is introduced by nē / meanings: LEST  
that...( should ) not

Primary sequence

Iānitor hortātur clientem nē discedat. not to leave, that he should  
not leave.

Secondary Sequence

Iānitor hortātus est clientem nē discēderet. not to leave, that he  
should not leave.



N. B. A few verbs indicating imposition of one's will upon another person do not take the subjunctive, but rather the accusative of the person plus an objective infinitive as in English. These verbs are:

iubeō - order	vetō - forbid	patior - permit, allow
volō - wish, want	nolō - not wish	malō - prefer
cupiō - desire	studeō - be eager	

e.g. Eōs Marcō gratulārī iussī.  
I ordered them to congratulate Mark.

Sequence of Tenses with indirect commands:

Since verbs of indirect command are only willed in the subjunctive and not completed, only the present and imperfect subjunctive tenses are possible for this usage.

### HISTORY VIII: THE LATE EMPIRE

p. 110

#### Illustration

Carcalla aspired to be "the second Alexander the Great" and sought to create a Romano-Iranian empire. He never achieved that goal but, during his short reign, he did make one noteworthy contribution to the Roman empire when he granted citizenship to non-Roman subject peoples throughout the empire.

Constantine II is remembered in history as "Constantine the Great," for the important combination of military, political, and religious leadership he embodied that enabled him to inaugurate a whole new era of Western history.

### WORD STUDY XIII

#### Objectives

- to show that Latin is the major source of the five national Romance languages: French, Italian, Spanish, Portuguese, and Rumanian
- to illustrate the interrelationship among these Romance languages
- to explain some of the changes that took place in the development of the Romance languages from Latin.

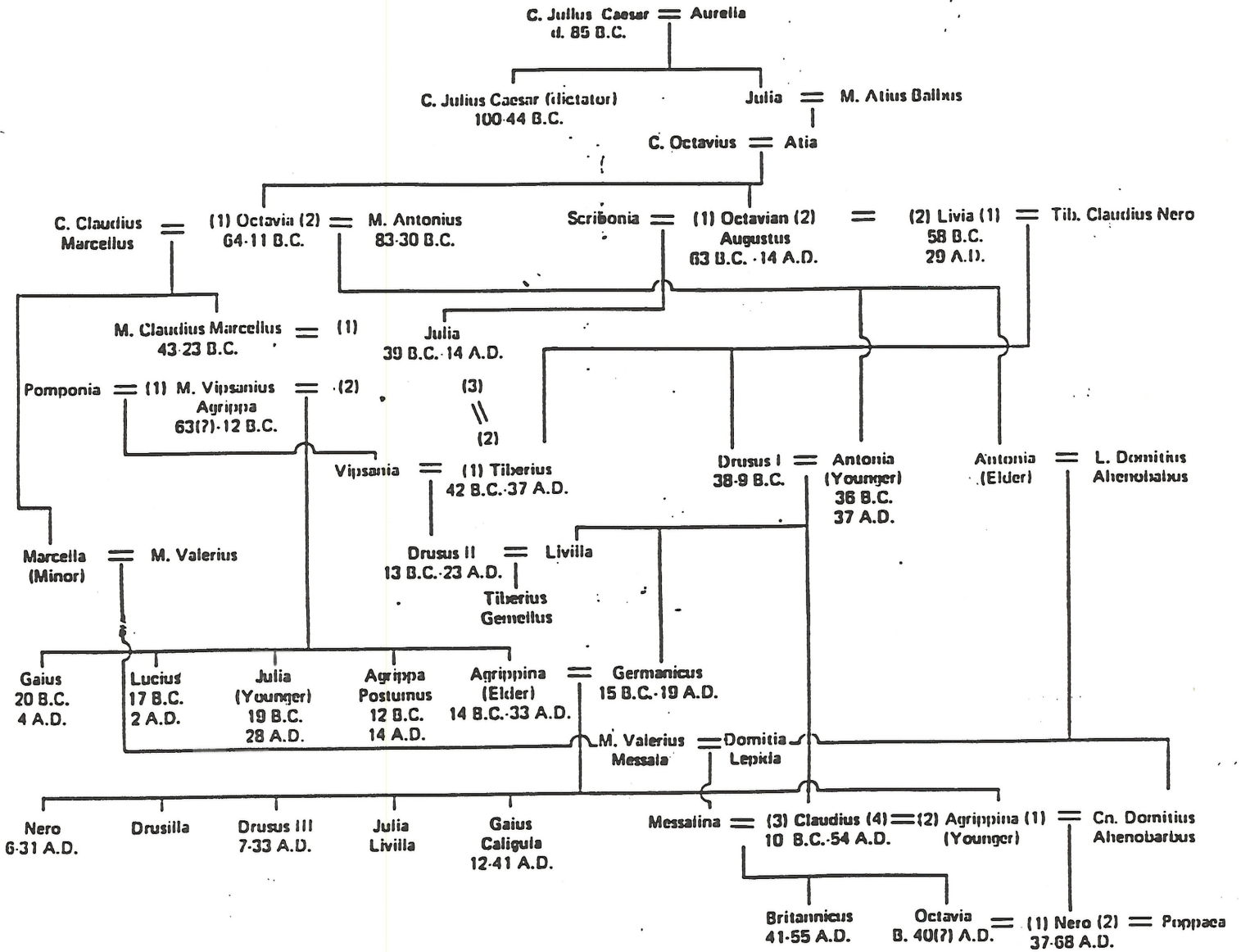
1. The relationship of Latin to the Romance languages is too vast a topic to allow comprehensive treatment in this Word Study. Instead, a few of the more salient points are briefly presented, allowing students to shape their own impressions of this relationship by working through the exercises that follow.

2. For a comprehensive study of this subject, see *The Story of Latin and the Romance Languages*.

3. In Exercise 1, students (with the aid of the teacher) should be encouraged to attempt pronunciation of the words in French, Italian, and Spanish. Teachers unsure of the correct pronunciation should consult modern language dictionaries and/or colleagues in the modern languages before attempting this exercise with students.

4. Exercise 2 illustrates the worldwide influence of Latin, through its three most ubiquitous descendants: Spanish, Portuguese, and French.

5. Exercise 2 can serve as the springboard to student projects, such as the construction of a world map, color-coded to indicate areas where Romance languages are spoken. Further information and sample maps may be found in Chapter 19 of *The Story of Latin and the Romance Languages*.



THE JULIO-CLAUDIANS FAMILY TREE

## Chaptér 51 Exercise 51B

1. ( 3-4 ) Cornēlius amīcōs clientēsque omnēs invitāverat ut eō diē apud sē convenirent.  
Direct: \_\_\_\_\_
2. ( 8-9 ) Aliōs rogābat ut in domum procēderent.  
Direct: \_\_\_\_\_
3. ( 9 ) aliīs praecipiebāt ut in viā manērent.  
Direct: \_\_\_\_\_
4. ( 11 ) Hī iānitōrem orābant nē sē dīmitteret;  
Direct: \_\_\_\_\_
5. ( 11-12 ) ille autem eīs imperābat ut statim discēderent.  
Direct: \_\_\_\_\_
6. ( 13-14 ) Cornēlius tōtam familiam rogāvit ut in ātrium convenirent.  
Direct: \_\_\_\_\_
7. ( 22 ) Pater servō cuidam imperāvit ut togam virīlem Marcō indueret.  
Direct: \_\_\_\_\_
8. ( 25-26 ) pater eōs quī comitabantur rogāvit ut extrā Tabulārium manērent.  
Direct: \_\_\_\_\_
9. ( 30-31 ) nam Cornēlius multōs invitāverat ut apud sē eō diē cenārent.

Imperative mood ( direct commands first introduced in Latin I )

s. parā vidē age iace audī

pl. parāte vidēte agite iacite audīte

s. nōlī parāre nōlī vidēre nōlī agere nōlī iacere nōlī audīre

pl. nōlīte parāre nōlīte vidēre nōlīte agere nōlīte iacere nōlīte audīre

s. hortāre

pl. hortāminī

s. nōlī hortārī

pl. nōlīte hortārī

Indirect question:

- (8) Sī quis appropinquābat, eum magnā vōce rogābat quis esset et quid vellet.

Direct: \_\_\_\_\_